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ABSTRACT

This instructional package consists of activity guides, materials, and background information on selected areas pertinent to the self-development of a native American Indian participant group. Covered in its six units are the following topics: self-image and success (motivation and success, personal discovery, tools and assessment instruments, transferable skills and life exploration, and exploring success and failure); values; decision making; goal setting; substance abuse; and stress management. Each unit contains: a topic overview; objectives addressed; background information; suggested activities; and, in many cases, supplemental activity handouts, references, and additional sources of information. (MN)

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SELF-DEVELOPMENT FOR NATIVE AMERICAN ADULTS

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DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

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ATTACHMENT FOR #16

General Objective:

To provide activity guides, materials, and background information on selected areas pertinent to the self-development of a Native American participant group.

Method of Use:

The instructor can utilize any or all of the suggested activities and handouts in each unit. Purchasing information for suggested materials is included as well as background information and additional resources.

Summary of Content:

Self Image inclusive of motivation, success, career exploration, and personal discovery tools, values clarification, decision making, goal-setting, substance abuse, and stress management are the areas targeted.

How Organized:

Each unit provides a topic over-view, objectives addressed, background information, suggested activities and in many cases supplemental activity handouts, references and additional sources of information.

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INTRODUCTION

"The greatest gift you can bestow upon another
is not to share with them your riches, but
rather to help them to discover their own."

Leo Suenens (Pilch, 1981)

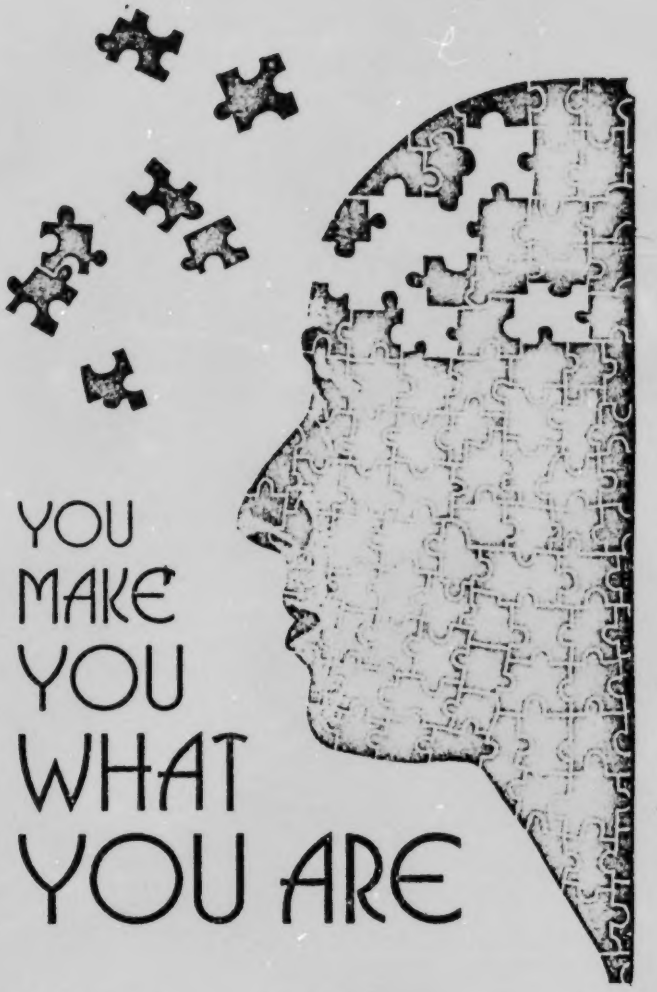
Career planning and vocational choices are attempts to look ahead in order to discover how a person's needs for survival and self-satisfying activities can best be satisfied. Career planning can assist a person in discovering those jobs which he or she might enjoy, which make the best use of personal skills, and are areas in which additional training can be attained.

This unit was developed with the purpose of addressing a Native American participant group and is intended to provide background information and exploration activities which will assist Native Americans in planning a career direction.

In order to aid a person in planning a career direction, it is important that one explore variables that will assist in making this decision.

Seeds have to grow to bear fruit as do human beings. "Self-Image", our mental and personal view of ourselves, is key in personality development and behavioral change. Our self-image controls our potential to accomplish and achieve. In expanding one's self-image, it is helpful to examine personal characteristics, interests and values. It is equally as important to have an I can do it", "I will make time" attitude. Setting and accomplishing goals, building from short-term goals, is instrumental in the development of one's self-image. An awareness of the job market and a more extensive knowledge of possible occupations can broaden one's range of choices. Understanding and coping with one's stress along the way aids in staying with the chosen direction. All of the above variables effect a person in making career and vocational decisions and developing the whole person.

In working with an adult self-development class for Native Americans, the students may range from 18-65 and the basic skills may range anywhere from 2nd grade to college levels. Thus, material suggested or included in each area may need to be tailored to fit the instructor's specific class need. A choice of materials is given in some of the areas covered and addresses for odering materials is included.



W. Clement and Jessie V. Stone Foundation, 1979

In researching for this unit, a multitude of materials were examined. A sixteen session, one hour a week class of Native Americans utilized many of the suggested ideas and materials included here. Many were found to be repetitious, too sophisticated in vocabulary and points of reference, lacking continuity, and generally not applicable. Those chosen could be used with a degree of flexibility, a low cost factor, and relevant to a Native American participant group.

NOTE: The terms individual, student, and participant are used synonymously throughout this unit.

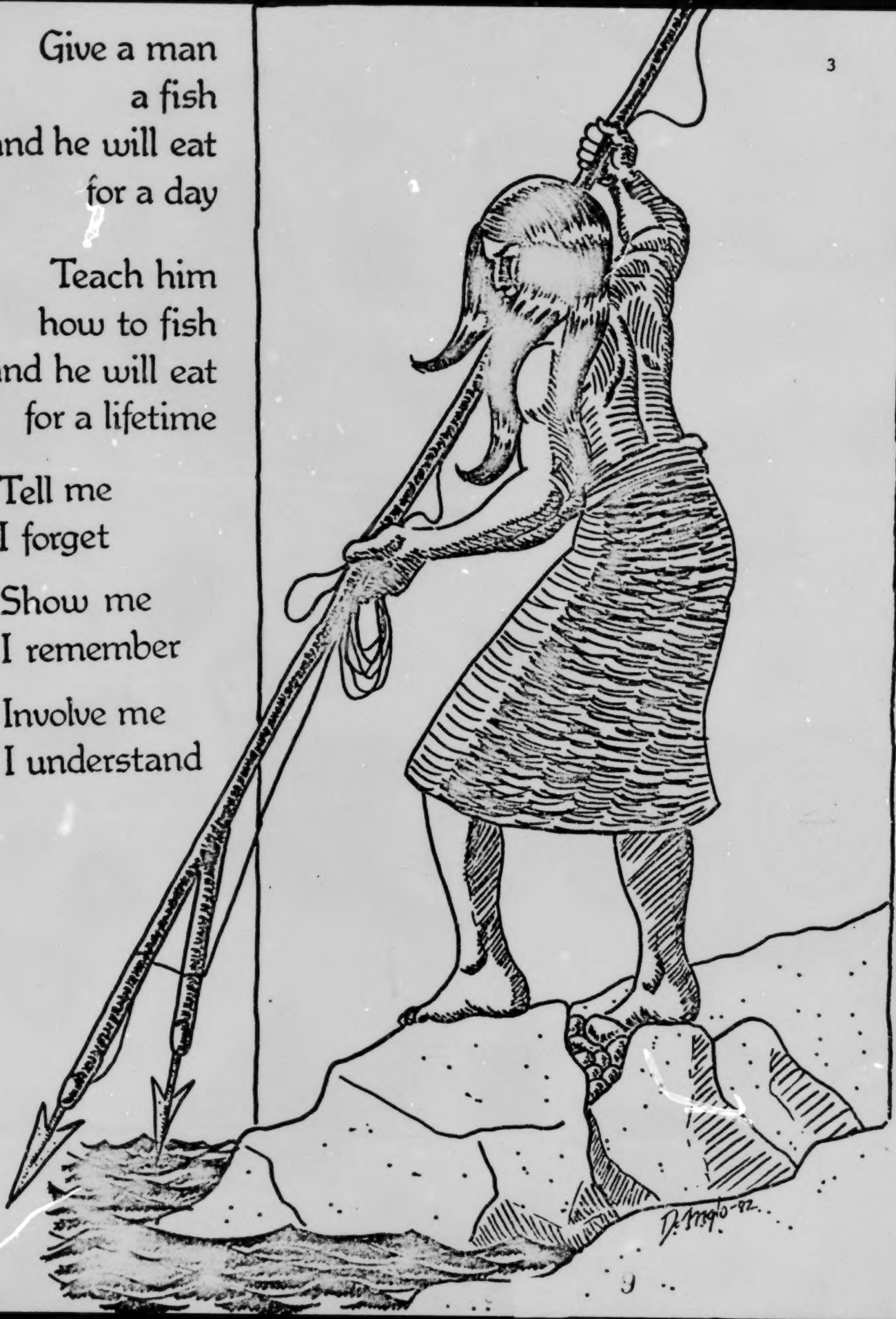
Give a man
a fish
and he will eat
for a day

Teach him
how to fish
and he will eat
for a lifetime

Tell me
I forget

Show me
I remember

Involve me
I understand



SELF-IMAGE AND SUCCESS

Overview

"Know Thyself" words generally ascribed to Socrates constitutes the basis of the following units. In exploring skills, attitudes, interests, self-confidence, motivation levels, and needs, one is setting the stage for growth and change. The inventories and exercises included here are addressed to that purpose. Aside from exploring one's self, it is necessary to maintain a positive mental attitude and the power to motivate oneself to desirable action. Motivation gives direction and intensity to one's behavior and significantly affects achievement levels. Success depends on the desire to succeed and the amount of energy expended.

Objectives

- To provide insight into Native American viewpoints of self and success.
- To introduce the concepts of motivation and self-motivation and provide ways to initiate them.
- To define success vs. failure and provide self-exploration experiences in this area.
- To create an awareness that positive thinking leads to positive actions.
- To assist each student in exploring who they are and what they need.
- To explore with the students their interests and skills.
- To explore careers in the students' interest areas.

A. Motivation and Success

When working with Indian people, it is important to understand what their values, concept of success, and self-image are. As stated in the American Indian Student Counselor Handbook, compiled by the Center of Indian Studies, Black Hills State College, Spearfish, South Dakota, "Some American Indian students do not aspire for materialistic gain nor materialistic values. The dominant value for them might be survival and harmony in life." Dr. John Bryde of the University of South Dakota writes, "The counselor or advisor of Indian students must be aware of Indian models of human success. Indian grandfathers and grandmothers or elders, are models of Indian success, because they possess Indian wisdom with which they can give good advice. The American Indian culture tends to lean towards a cultural view that holds harmony, balance, cooperation now, beginnings and wisdom as the proper view. Some traditional Indian cultures reward non-aggressive and non-assertive behavior. In contrast, the European culture values competition, planning, and the future.

Native Americans may retain strong ties with their ancestral parents, customs, and beliefs, yet there is still the need for survival in today's society; economically, physically, and spiritually, Developing a positive mental attitude toward what one desires to attain, defining what one wants to achieve, exploring one's values and interests, an awareness of stress and stress coping tools, and exploring career paths can be pursued without totally relinquishing one way for another.

SUCCESS TO EACH PERSON MEANS SOMETHING ELSE

The following exerpts taken from (Waylett, 1977) are a series of responses from Native Americans on their definitions of what a Native American is and what success and self-determination mean to them.

WHAT IS A NATIVE AMERICAN?

"A person of native-born ancestry who maintains an association with that ancestral community."

"An individual who is a member of a tribe, band, or other organized group of Native Americans who can establish his Indian blood by official records or his peers. The term includes Indians, Eskimos, Aleuts, or other Alaskan Natives."

"Indians are citizens of unique nations and also the United States."

"A person physically or otherwise identified as a Native American. One who retains strong ties with ancestral parents, customs, beliefs, and practices."

"A person who fulfills his obligations as a citizen in a native society. One who declares himself to be a citizen and is accepted by others as one."

Webster's Dictionary identifies American Indians as "a member of any of the aboriginal peoples of the Western Hemisphere." The dictionary defines citizen as "a native or naturalized person who owes allegiance to a government and is entitled to reciprocal protection from it," an expression that we could all take more seriously today.

"People who spiritually feel they are an American Indian in their hearts."

COMMENTS ON WHAT "SUCCESS" MEANS TO NATIVE AMERICANS

In overview, the idea of success has the same relevance to Indians as to anyone else - - simply to achieve respect and recognition as a productive part of society without forsaking personal values. The difference is that the American Indian is a dual-citizen. Can his interpretation of success meet with the measurements of two societies? Here is some of the commentary: (Waylett, 1977)

> "Success to Native Americans has to be a happy medium between total isolation and complete subjugation by the White society. A life of self regulation, and the ability to cooperate with the establishment can be achieved if both parties are willing to work towards this common goal."
>
> "Living the life I choose in peace, without fear of having my place taken away."
>
> "The ability to function in the "White world" in terms of financial success, but without losing touch with the Native American culture or traditions."
>
> "A person who has achieved job security and is comfortable working with others."
>
> "Enough income to enjoy a good life and contribute to his neighbor's well-being."
>
> "A person who has achieved respect in his tribal position."
>
> "A person who, through good management, is able to provide a comfortable living for his family."
>
> "Becoming a human being and earning a position on fundamental values that are respected by people of all societies."
>
> "Attaining a sense of personal identity, meaning in life, peer approval."
>
> "Self sufficiency for family with a concern for sharing with others."

SELF-DETERMINATION -- THE INDIAN WAY

Let me be a free man -- free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself -- and I will obey every law or submit to the penalty.

In-Mut-Too-Yah-Lat-Lat (Nez Perce)

"As Indians we must become more skilled and fully involved in medicine and the delivery of health care services where we once held the advantage over disease, death and deformity."

"Indian influence and control of the educational environment must have the purpose of bringing our people through to become the professionals in medicine, law, business, and the governmental sciences."

"--Total emphasis on every element of education, then take advantage of it to build better tribal government, forceful lobbies with the State and Congress, inter-tribal unification and planning."

"Establish a unified value system based on self discipline, good self image, and group cohesion. Establish a national political front, national Indian priorities, and national strategies involving both reservation and urban Indians."

"Strive for urban/reservation Indian unity, tribally and nationally." (Waylett, 1977)

Having examined Native American viewpoints on success and self-determination, the following are suggested activities and information by non-Native Americans. Maxwell Maltz in his book, Psychocybernetics provides a definition of success that would seem to have universal appeal.

S - ense of Direction

U - understanding

C - ourage

C - harity

E - steem

S - elf-Confidence

S - elf-Acceptance

Throughout the book are do-it-yourself prescriptions in teaching individuals how to attain success and self-fulfillment.

Napoleon Hill and W. Clement Stone's book, Success Through A Positive Mental Attitude contains many self-help suggestions on how to motivate oneself and how to motivate others. Included are many success stories of how people have overcome their personal obstacles. At the discretion of the instructor, the book, particular chapters, or various formulas can be utilized with the students in addressing personal motivation.

NOTE: Success is not a goal or state to simply arrive at, but also the formation of successful habits of thinking and successful experiences each day.

By changing words, it is possible to change actions. The following is an activity that is to be used for building positive successful attitudes. The instructor can distribute the word lists to the students or put on the chalkboard.

The participants can be divided into small groups or triads.

Remove from Daily Thought	Use and Make Part of Daily Thought
If	I Will
I Can't/Maybe	I Can
I Don't Think	I Know
Maybe	I Can Do It
I Don't Have Time	I Will Make Time
But	No Buts
I Don't Believe	I Believe
I'm Afraid	I'm Confident

The word l if e contains two letters which are abused and provide people with an excuse for avoidance behavior.

If the world was flat and there were no oceans, I could ride my bike to England.

Although the above example is ridiculous, the message can be relayed to participants that excuses can be self-destructive, non-directional and non-productive toward personal success and contentment.

Ask the participants for other "If" statements that provide excuses for behavior. List on the board. Then ask the students how these statements could be changed.

NOTE: Maintaining a positive attitude, goal setting, and success are interrelated endeavors. Therefore, activities in the goal setting unit may be applicable here and vice versa.

W. Clement and Jessie V. Stone Foundation, 1979

B. Personal Discovery Tools and Assessment Instruments

Overview

Many people underestimate the number of abilities or skills they possess. Often a person is not clear about things that may interest them and how these interests can relate to particular occupations. In the "unearthing" process of self-exploration, a number of assessment tools can be used as an aid in this process of self-discovery. The tools included here have been carefully selected from the numerous psychometric measures available on the market. Some are for initial self-exploration, some may be hand-scored, others will need computer scoring and will be so noted in the brief description given.

Life Exploration

The Life Exploration Inventory is a tool which can be used to aid individuals in self-assessment and future projections. The instructor may distribute at one of the beginning sessions and after continued self-exploration re-distribute to the group for comparison. This exercise is designed to help the individual focus on areas where change may be desired, recognize positive areas, and can serve as a preliminary goal setting exercise; particulary #7, "Things I Would Like to Start Doing Now". An alternative approach to writing out this activity is to have individuals team up in pairs. One person asks the questions and the other responds spontaneously as the interviewer records the responses. This would depend on the group, the trust levels and degree of confidentiality agreed upon within the class.

Life Line

This is a self-assessment activity which is a graphic representation of one's life. It can be used for beginning self-exploration activities, in working with transferrable skills, and as a group sharing activity. Sample I represents the life of a person using one chronological line and showing high and low patterns. Sample 2 is divided into two sections; the past and future.

Self-Confidence Inventory

Science Research Associates, 259 E. Erie St, Chicago, IL 60611, has designed a self-evaluation exercise to help individuals measure their self-confidence in initiating communications with others, which in turn can lead to the building of better human relationships. Self-confidence is related to a positive mental attitude and can, for example, affect one's job seeking skills and performance in school.

Interest Inventories

1. "Here I am -- Where Do I Want To Go" A Career Interest Survey for Native Americans

This interest inventory includes a section entitled, "Words To Know"

in which the pronounciation and definition of particular words are shown. It has been developed by and for Native Americans and uses photographs depicting Native Americans in various occupations. It is published in booklet format. To order, contact United Indians of All Tribes Foundation, Daybreak Star Indian Cultural Educational Center, P.O. Box 99253, Discovery Park, Seattle, Washington, 98199, (206) 285-4425.

2. Career Assessment Inventory, (CAI) and Strong-Campbell Interest Inventory (SVII)

The average time for completing them is 30-45 minutes. Both forms are scored by computer through NCS Interpretive Scoring Systems, P.O. Box 1294, Minneapolis, Minnesota 55440. The Strong-Campbell Interest Inventory is one of the most reputable inventories in existence. It contains 7 sections to be answered by like, dislike or indifferent. Both inventories are returned in print-out form of approximately 20 pages in length. Additionally provided are sources of information on the areas of interest indicated for each participant. They may be ordered from NCS Interpretive Scoring Systems, P.O. Box 1416, Minneapolis, Minnesota 55440. The Career Assessment Inventory contains three sections; activities, school subjects, and occupations, and is answered by five types of responses. It deals with occupations requiring high school only or some post-secondary training.

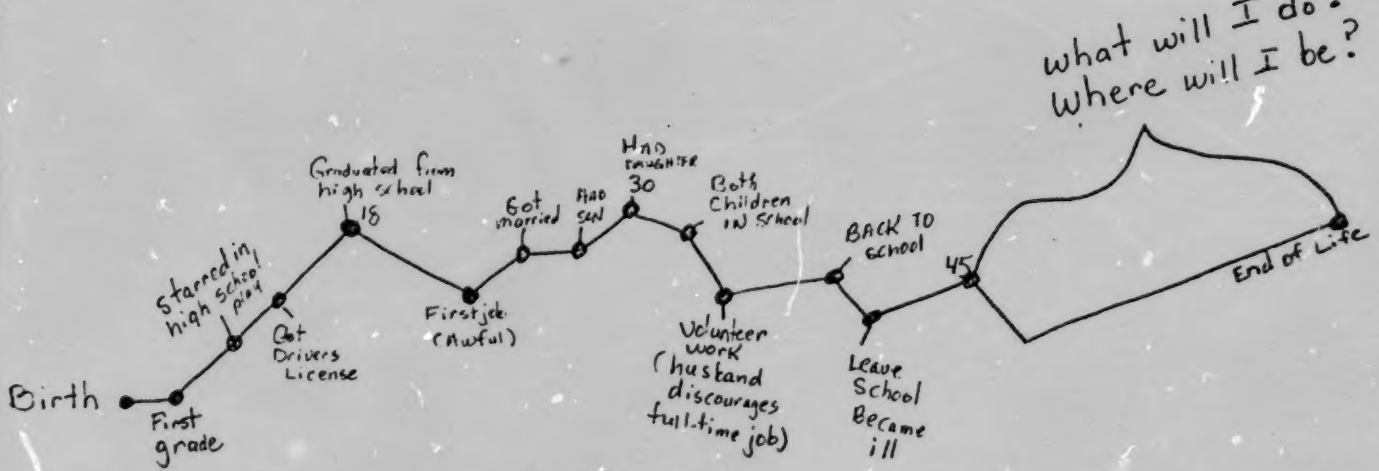
3. Self-Directed Search (SDS)

This instrument is self-administered, self-interpreted, and self-scored. It takes from 30 minutes to longer depending on the participant. It is designed to stimulate active participation in choosing a vocation. The Occupational Day Dreams section allows the participant to make a comparison with the results of the inventory - The Occupations Finder that accompanys the booklet contains 500 of the most common occupations in the United States. Both can be ordered from Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306. If a participant discovers occupations they have never heard of, additional information can be obtained from the Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, which is published every two years. (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)(See Appendix A for sample inventory and Occupations Finder)

NOTE: The Occupational Outlook Handbook is a valuable tool whenever one is working with person's exploring occupations. Thirty-five industries are described in the Handbook, grouped according to major divisions in the economy. For each occupation, there is a general description and information about the working conditions, places of employment, training necessary, employment outlook, earnings, related occupations and sources of additional information. Each occupation is coded according to the classification system used in the Dictionary of Occupational Titles which defines over 20,000 occupations. The latter three inventories cited are based on J.L. Hollands breakdown of personality types.

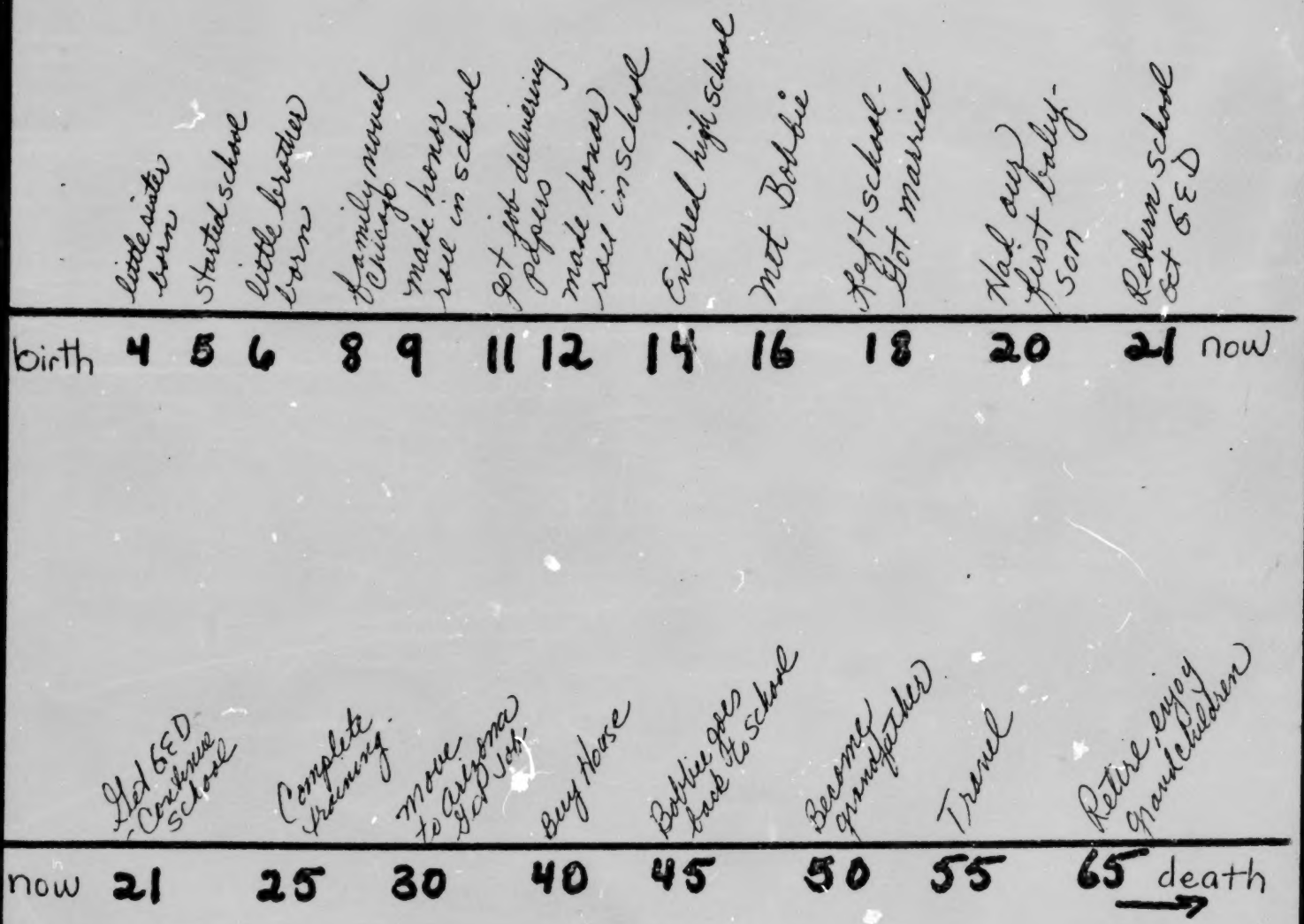
LIFE LINE

SAMPLE I



Life Line - Past and Future

SAMPLE #2


little sister born
started school
little brother born
family moved Chicago
made honor roll in school
got job delivering papers
made honor roll in school
Entered high school
Met Bobbie
Left school - Got married
Had our first baby - son
Return school get GED
birth 4 5 6 8 9 11 12 14 16 18 20 21 now
Get GED Continue school
Complete training
move to Arizona Get job
Buy House
Bobbie goes back to school
Become grandfather
Travel
Retire, enjoy grandchildren
now 21 25 30 40 45 50 55 65 death

The numbers on these sample life lines represent the age of the person. Important events are written above the age at which they occured.

Have students first write in the events in their life that they consider important and then the age at which the event occured.

The future life line gives the student a chance to project what they would like to have happen from now until death.

There are six major personality divisions; realistic, investigative, social, conventional, artistic, and enterprising. Each personality type leads to a preference for particular activities, competencies and interests. These can be related to occupational environments. An individual may score high in more than one of these major divisions. On the returned print-out they are referred to as themes. Based on the highest scoring themes, interest for particular occupations are indicated and a list and breakdown of selected occupations is given. Further information regarding the aforementioned personality types, can be found in Making Vocational Choices: A Theory of Careers, J.L. Holland, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1973.

The computer scored interest inventories may take two weeks plus, to be returned. The instructor can have the participants develop a chart for recording their interests, transferrable skills, occupations preferred, and occupations suggested. This will give the participant an overview of what they have discovered about themselves. As each exploration is completed, the student can then fill in the appropriate information. The instructor may want to collect the overviews at the end of each session. When the information has been gathered, each student should have career areas of interest to explore. The instructor may want to conduct a session or several sessions addressed to exploring careers. There are many films, filmstrips, and resource materials available for career exploration. Some have been mentioned, others can be located in the section entitled, Additional Resource Ideas. Most high schools, libraries, colleges, and state employment agencies have a selection of materials available.

NOTE: The inventories included here are to explore interests not apptitudes. There are many apptitude tests available if the instructor chooses to include this type of testing. It has been shown that an individual exhibits a higher degree of achievement and staying power in an occupational area that is of high interest.

C. Transferrable Skills Activities

In the current fast paced society most of us do not find the time to sit down and quietly think about ourselves. What are the things we like to do most or least? What skills have we acquired during the course of our lives? How can we incorporate these skills or interests into a marketable trade or profession to increase our self-sufficiency? What kind of training would be required?

Did you know that the flexibility and eye-hand coordination required to do beadwork are similar skills needed for operating a typewriter?

The above paragraph is a sample introduction to the concept of transferrable skills. People have different families of skills or abilities that correlate to skills and abilities required by specific occupations.

LIFE EXPLORATION

This life exploration inventory is a picture, for you, of all the things you do, have done in the past and would like to do.

In some of the areas your responses may be the same. Go through the questions quickly and write what comes first to mind.

1. PEAK EXPERIENCES I HAVE HAD

These are great moments in your life. Moments that made you feel glad that you were alive.

2. THINGS I DO WELL

Focus on your strengths. Some of the things you do well will be things meaningful to you; others may bore you. List all that you can think of quickly.

3. THINGS I DO POORLY

These are things you do not do well; they may be things you have to do. You may do them poorly now and hope to improve them.

4. THINGS I WOULD LIKE TO STOP DOING

These might or might not be things that for some reason you have to do.

5. THINGS I WOULD LIKE TO DO WELL

These are things you must do well and things you want to do well.

6. PEAK EXPERIENCES I WOULD LIKE TO HAVE

These are things you would like to have happen to you but have never been able to make happen. Also, list here peak experiences you would like to have again.

7. THINGS I WOULD LIKE TO START DOING NOW

List those things that come to you mind as you write.

Richard Bolles and Victoria Zenoff in the Beginning Version - The Quick Job Hunting Map, 1977, divide functional transferrable skills into the following skill families:

- using my hands
- using my body
- using words
- using my senses
- using numbers
- using intuition
- using analytical thinking and logic
- using originality and creativity
- using helpfulness
- using artistic abilities
- using leadership/being up front
- using follow through

They provide a list of 100 skills by which one can examine their experiences.

After identifying and describing 7 of the participants' most satisfying accomplishments or 7 of one's most significant occasions, the participant's are ready to examine transferrable skills and begin to identify the skills they used in these situations per the above skill families. In order to examine ones past experiences and discover the skills demonstrated, the following exercises may be helpful.

a) On a blank sheet of paper, have the participants write down between 10 and 20 achievements, things they feel proud about. They should keep in mind the kinds of achievements in which they had to struggle.

b) The following chart can be used to help in remembering. The instructor may have the students star those abilities they really enjoyed using and double star those they would like to include in a job. Then circle those abilities they performed well. See if those they enjoyed doing are the same as those performed well. (Chart B is on the following page.)

CHART B

TIME PERIOD	ACHIEVEMENTS--Think of things you have done which gave you a feeling of pride & respect for yourself	ABILITIES--List several things you had to do in order to achieve each accomplishment (Use action words i.e. completed, organized)
Elementary School		
Junior High		
High School		
Obtaining GED		
1-5 years after school		
Job liked best		
Job liked least		
Other Training (College/Tech. School)		

c) Have the participants choose one of their achievements and write a story about it, particularly what they had to do in order to obtain that achievement. An example can be found in the Quick Job Hunting Map previously referred to. Write down all the skills used in the story. Divide into small groups and have participants exchange stories. The other group members will then aid in identifying each others skills.

NOTE: The instructor will need to prepare participants prior to this activity, to make them aware of the skills they can have and use, and applying the discovered skills to particular job skills.

d) Chart D on the following page can be distributed to the students as an example of how one identifies the skills used in achieving "the accomplishment" and/or as an exploration activity with the students filling in the columns themselves.

CHART D

ACCOMPLISHMENT	WHAT I DID	SKILLS I USED
Example:		
Coordinated student club pot-luck luncheon.	Purchased food and supplies from cheapest source.	Investigation/research.
	Prepared budget and kept expense receipts.	Budget, bookkeeping.
	Composed and typed invitations to all members.	Writing/office machinery.
	Organized planning meetings.	Leadership, scheduling, planning
Completed special project in school.	Made list of what I needed to do.	Planning.
	Organized schedule to complete tasks	Planning/Time Management.
	Used library to find information	Research, investigation, decision making.
	Prepared and presented report to instructor.	Communication/writing.

D. Exploring Success and Failure

Maslow's hierarchy of needs is included in this section to provide students with an awareness, graphically depicted, of need fulfillment, progressing level by level. This material is intended to further clarify who we are and what we need, in a step-by-step process which is similar to the process found in the goal-setting unit.

Earl Nightengale in the tape, "On Winning" in discussing successful people also refers to this hierarchy of needs.

In motivating students toward a personal direction, one may note that occupation is equated as the single situation fulfilling all of the need states. (Ann Roe, 1956)

Maslow's hierarchy of needs. Many of the "Now" generation appear no longer motivated by extrinsic awards alone. Money still may motivate people, but not as much as it did in the past. The late Dr. Abe Maslow, a past president of the American Psychological Association, maintained that each need must be satisfied before the next higher

need would motivate. The first level of human needs is physical. A person ordinarily must have their food and shelter needs satisfied first. A student has to have enough money to live before other things will really motivate him. Once physical needs are met, one wants their safety needs fulfilled--health, security, and general well being. The next highest need is social. One wants to be liked by others, to socialize, and to be accepted. The next level, the fourth level, concerns a person's self-image. Here, a person is concerned with their dignity and respect. He not only wants others to respect him, he wants to respect himself. According to Maslow's theory, the highest need level in the hierarchy is self-fulfillment. This is one's motivation for personal growth and self-actualization.

In the 1980's, we must harness a higher level of needs if we are to work constructively with the "Now" generation who have firm ideas of what they want from this life. Many of the older generations are adequately motivated at low-level needs while young people have almost immediately jumped to higher level needs. In industry and government, men in their 30's reach executive grade classification. It used to take a lifetime for most, if at all. One must see the difference in the motivation for the "Now" generation in relation to people who have had very different experiences, having grown up and matured in a different society. But even in the "Now" generation, performance responds to high need for security in an unfamiliar place. The will to succeed; i.e., motivation, is not always enought to permit a student to perfrom at his or her level of competence during the early stages of a learning program. In the light of Maslow's theory of hierarchy of needs, problem-solving performance is inhibited when an individual has a high need for security in an unfamiliar situation. Individuals also appear to have different personal needs in regard to time needed to prepare to learn.

Learning takes place when the learner is convinced that the situation does not contain any fundamental threat to his or her sense of personal integrity and the learner is provided with some degree of understanding of what the situation really demands. Courses must be geared to meet the needs of the students they serve. (Feingold, 1981)

MASLOW'S HIERARCHY OF NEEDS

SELF-ACTUALIZATION NEEDS:

Need to fulfill one's personal capacities; Need to develop one's potentials; Needs to do what one is best suited to do; Need to grow and expand.

ESTEEM NEEDS:

Need for respect; Need for self-confidence (from external sources); Need for admiration; Need for self-confidence; Need for self-worth; Need for self-acceptance.

LOVE AND BELONGING NEEDS:

Need for friends; Need for companions; Need for family; Need for group identification and acceptance; Need for intimacy.

SAFETY NEEDS:

Need for security; Need for protection; Need for freedom from danger; Need for order.

PHYSIOLOGICAL NEEDS:

Need for relief from thirst, hunger; Need for sleep; Need for sex; Need for relief from pain.

MASLOW'S NEED HIERARCHY RELATED TO OCCUPATION

"In our society there is no single situation which is potentially so capable of giving some satisfactions at all levels of basic needs as is the occupation." --- Ann Roe, The Psychology of Occupations, 1956, p. 31.

Needs	Work-Related Fulfillments
Physiological Needs	Earning money to secure the essentitals for living: food, water
Safety Needs	Shelter: renting an apartment, buying a house Fringe benefites: pension, savings Clothing Personal property: furniture, car
Love and Belonging Needs	Working with a congenial group Being needed and welcomed by peers and supervisors
Esteem Needs	Representing adulthood, independence, and freedom Feeling accomplishment, responsibility, and prestige Being valued by work associates
Self-Actualization Needs	Creative behavior Use of talents, pursuit of interests Productiveness

Adapted from A. Roe, The Psychology of Occupations. John Wiley and Sons, 1956, pp. 31-35.

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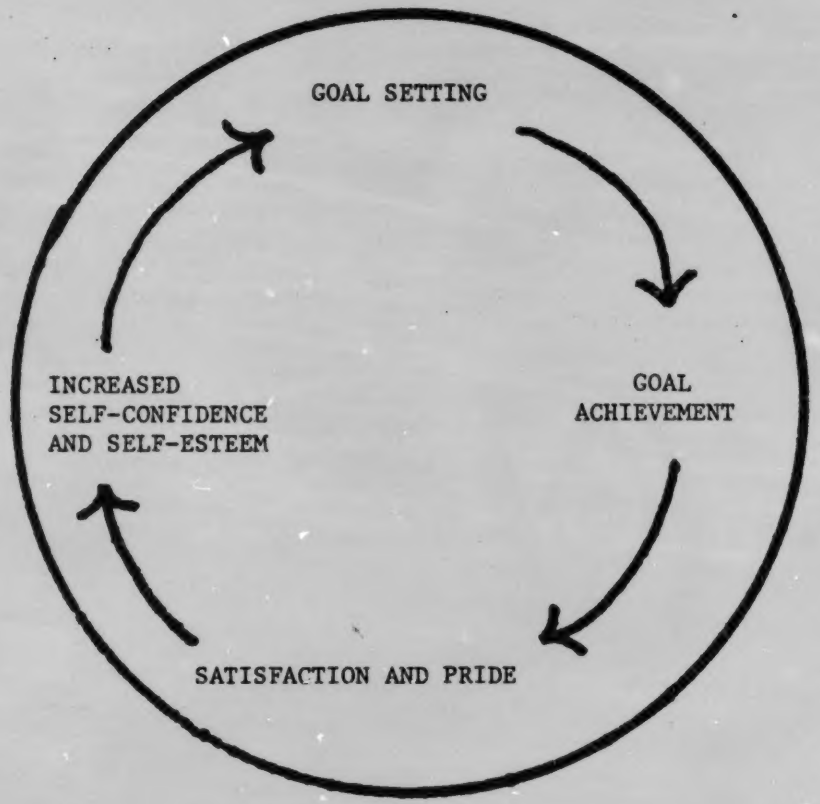
SUCCESS

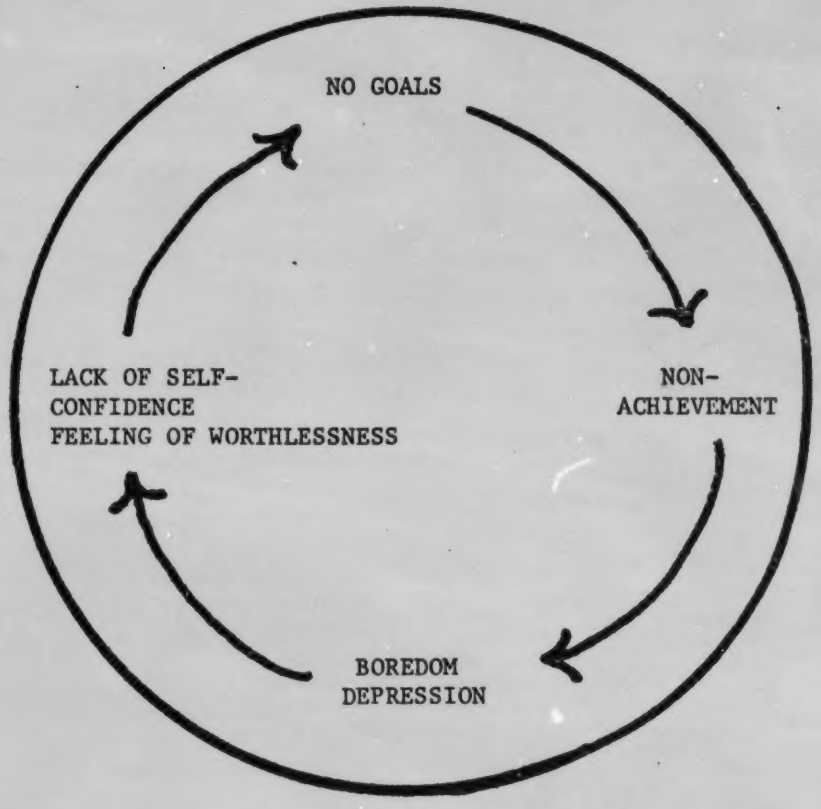
CYCLE
↓
POSITIVE MENTAL ATTITUDE
↓
MOTIVATED



People with direction and purpose - Based on the assumption: "There is always something I can do."

FAILURE

CYCLE
↓
NEGATIVE ATTITUDES
↓
NON-MOTIVATED



People with no direction or purpose - Based on the assumption: "There is nothing I can do."

The following activities can be used in helping individuals examine their own concepts of success and understanding of Maslow's Hierarchy of Needs as it relates to themselves.

Activity #1

Introduce Maslow's Hierarchy of Needs. The material can be tailored to the particular class level. Successful attitudes and a positive mental attitude can be employed at each level in the hierarchy.

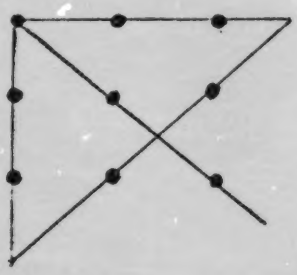
Activity #2

Give each participant a blank sheet of paper. Place two sets of nine dots on the chalkboard and have participants duplicate.

Read the following instructions:

> "Many people suffer from a boxed-in-feeling. A feeling that a lid has been nailed down on their opportunities to grow. Only one out of a thousand can solve this problem. The puzzle calls for you to join all nine dots with four straight lines without taking your pencil from the paper and without retracing any lines."

Call time after 10-15 minutes. If no one solves it, demonstrate the answer.



Discuss these ideas:

- The participant may have believed the enormous odds that were presented against their being successful. If a person believes the odds are overwhelmingly against them, they will be unlikely to try as hard. Knowing that 999 out of 1,000 have failed lulls one into a state of accepting failure. After all, every one else has failed, too.

- Perhaps they have not allowed their imaginations free rein but let themselves be limited by the traditional confines of a square.

- Suggest that if individuals really wish to grow, they must be willing to work beyond what their eyes can see; beyond where they are.

- Finally, discuss how they can expand the confines of their world, the importance of a positive attitude (refer to the success words handout) and believing in the likelihood of succeeding.

The quote cited in the goal setting unit is applicable here also, "Whatever the mind of man or woman can concieve and believe, man or woman can achieve." Adapted from a quote by W. Clement Stone.

Activity #3

Distribute the Success and Failure Cycles handout. Activity number six provides a sample worksheet on excuses from the student manual, Success Core, McKnight Publishing Co. to allow students to further explore their own and other's excuses for not setting goals. (Le Boeuf, 1980)

1. "Making big decisions is too hard." Hidden message, "It's easier to forget about the future and let tommorow take care of itself."

2. "It's too risky." Helen Keller said, "Security is mostly a superstition. It does not exist in nature, nor do the children of men as a whole experience it. Avoiding danger in the long run is no safer than outright exposure. Life is either a daring adventure or nothing."

3. "I know my goal: I want to be happy." The happiest people are those who realize that happiness is a by-product of effective living and not a goal to be achieved.

4. "Goals will restrict my freedom and spontaneity." Achieving goals requires self-discipline but if you're pursuing a goal that you set, how can you be restricting your freedom?

5. "Other people always ruin my plans." The translation is classic: "I hereby abdicate all personal responsibility for my future. Others are in control of my life..."

6. "I don't know how to begin." That is what we've been preparing for; goal setting will be referred to in a following unit.

Activity #4-6

These activities further clarify where the student wants to go and how best to get there. The students' journey toward success relates to their ability to understand and handle fear. Understanding the roadblocks to success such as "excuses" is also important. For example, what is the person really doing when they say. "I didn't have the time." Directions for these activities are located on each handout.

SUCCESS/FAILURE 3

#1 We all assume that most people want to have success and avoid failure. It is difficult to *have* or *avoid* anything which cannot be defined or imagined in clear terms. Most people never take the time, or expend the energy, to define and properly formulate personal definitions for success and failure. You will now have the opportunity to do both. Consider first, the following elements of success which appear below in question form.

QUESTIONS RELATING TO SUCCESS

1. How must I act emotionally to consider myself successful?
2. What material things do I need to consider myself successful?
3. What thoughts must often be in my mind for me to consider myself successful?
4. What must I give to others to consider myself successful?
5. What must I be receiving to consider myself successful?
6. What roadblocks should I be avoiding to consider myself successful?
7. What personal weaknesses must I overcome to consider myself successful?
8. What other questions must I answer before I can be considered successful?

What does success mean to me?

_____

_____

_____

What have been my three greatest successes?

1. _____
2. _____
3. _____

Success Core, Dr. Robert Nelson, Allen Mark Peres, D.E. Wheeler, John Paul Eddy, Ph.D., McKnight Publishing Company, Bloomington, Illinois, 61701. Reprinted with permission from McKnight Publishing Co.

#2 QUESTIONS RELATING TO FAILURE

1. How must I act emotionally before I consider myself a failure?

2. What material things would I not possess to consider myself a failure?

3. What thoughts must occupy my mind before I consider myself a failure?

4. How would I treat others before I consider myself a failure?

What does failure mean to me?

_____

_____

What have my three worst failures been?

1. _____

2. _____

3. _____

What three major failures do I hope to avoid in the next five years?

1. _____

2. _____

3. _____

#3 FINALLY . . .

What is the difference between *being a failure* and *having a failing experience*?

_____

_____

_____

_____

FEAR 4

WORST FEARS

#1 What is one of the very worst fear situations you have ever had?

_____

_____

_____

#2 How did you feel?

- Mouth _____
- Breathing _____
- Heart _____
- Energy _____
- Stomach _____
- Emotional condition _____

What were you thinking at the time?

_____

What did you do to control your fear?

_____

#3 *Webster's Dictionary*

FEAR 1: an unpleasant often strong emotion caused by expectation or awareness of danger: also: an instance of or state marked by this emotion 2: anxious concern 3: profound reverence for God *syn* Dread, Fright, Alarm, Panic, Terror, Trepidation

How do you interpret the above definition of fear?

_____

_____

_____

COMMON FEARS

What are your most common fears? (Check your response to each type of fear)

TYPE OF FEAR	NO FEAR	SOME FEAR	GREAT FEAR
1. Fear of death			
2. Fear of humiliation			
3. Fear of loneliness			
4. Fear of rejection			
5. Fear of failure			
6. Fear of poverty			
7. Fear of non-recognition			
8. Fear of being left behind			
9. Fear of loss			

#5 In order to better understand the effect of our fears, consider the following specific fear and answer the questions which follow.

Specific Fear: "I am afraid of the opposite sex. This has been one of my problems for a long time."

Why do you believe some people are afraid of the opposite sex?

_____

_____

_____

What did being afraid of the opposite sex cause me to do and not do in the past, something I am *not* happy about?

_____

_____

How did I feel?

_____

_____

Now return to the "Common Fears" activity you completed on page 9. Explain why these fears exist in your life and what they have caused you to do and not do in the past. Make sure the fears you choose are specific ones.

Specific Fear No. 1 _____

_____

_____

Why am I afraid?

_____

_____

What did this fear cause me to do and not do in the past that I am not happy about?

Do: _____

Not Do: _____

How did I feel after the fear situation was over? Why?

_____

_____

_____

Specific Fear No. 2 _____

_____

_____

Why am I afraid?

_____

_____

What did this fear cause me to do and not do in the past that I am not happy about?

Do: _____

Not Do: _____

How did I feel after the fear situation was over? Why?

_____

_____

_____

#6 THE WORST RESULTS

One of the quickest, most effective methods for overcoming your fear is to quickly determine the reason for your fear. When your fear is identified, you must then come to terms with the *worst* that could happen to you because of that specific fear.

You should deal with the problem head on and ask yourself, "What is the very worst that can happen to me if I (*name the specific fear*)?" Once this step is taken and you have told yourself what the worst that can happen is, ask yourself, "So then what?"

Now it's your turn to react. Identify one of your fears. What is the worst that can happen to you with respect to the fear you have chosen?

What is the worst that can happen?

_____

_____

So then what?

_____

So then what?

_____

So then what?

_____

So then what?

_____

So then what?

_____

When you understand and use this technique each time you are confronted with fear, some very interesting things will happen:

1. You will quickly understand *what* you fear.
2. You will quickly evaluate what can happen to you (and in most cases, what can happen isn't as bad as you originally thought).
3. You will quickly determine whether to continue being afraid or not.

With constant use of this technique, you will find that the number of fears you have will greatly decrease. If you can properly do the, "so then what," you will be on your way to being a happier and more satisfied person who has the ability to deal with fear throughout your life.

EXCUSES 5

#1 Read the situation which appears to the left and comment on it.

_____

_____

_____

#2 EXCUSES FROM OTHERS

List some excuses you often hear from others. (Excuses are reasons for not doing something expected or doing something that is unexpected.)

1. _____
2. _____
3. _____
4. _____
5. _____

What is an excuse?

Definition: An excuse is a statement used to justify an action *or* lack of action.

#3 EXCUSES YOU HAVE USED

What excuses have you used and do you continue to use?

1. _____
2. _____
3. _____
4. _____
5. _____

"WHEN YOU USE THE WORD 'IF' TOO OFTEN, IT IS USUALLY YOUR ABREVIATION FOR, 'I FAIL'."

You have been working quite diligently in a difficult class and have been earning a strong "B." An important exam is coming up and a close friend has asked you to tutor him so he can pass the exam. You refused, but after his repeated begging, you agree to help. It was clear that he not only had never studied, but he had never read the text. You did your very best to help your friend. You were pleased you had earned a "B" for your test. You learned your friend had flunked the test, but even more disturbing is the fact your friend had told others that his failure was your fault! He said that if you had helped him in the right areas, spent enough time with him, and pushed a little harder, he would have passed.

"Now, what should I tell my boss – I fell off the roof? My car was stolen? No, I used those last week . . ."

"SUCCESS REQUIRES NO EXCUSES-FAILURE PERMITS NO ALIBIS."

Read the situation which appears to the left and comment on it.

_____

_____

Identify three problems which excuses create.

1. _____

2. _____

3. _____

#4 EXCUSES VS. EXPLANATIONS

The following elements make up a "good" excuse. Can you identify other elements of a "good" excuse?

logic	energy	planning	other _____
creativity	time	intelligence	other _____

It is unfortunate that most excuse makers *don't* realize that if the above elements were used properly to get the job done, an excuse wouldn't have been required in the first place.

One of the oldest rules of human nature is: "The more often we do something, the easier it becomes." This is true of both negative or positive actions and statements. It should not be surprising to you that most "failure" stories are written because people constantly allow themselves to justify why they have failed to perform. Before long, there is little or no forward progress. We should realize that people judge us by the results of our actions. We must also judge ourselves by the results we produce.

When you are about to make an excuse, remember:

1. Very few excuses are legitimate.
2. Sooner or later the constant excuse maker will be stopped by someone who simply will not put up with excuses.

When you are about to make an excuse, try to accomplish the following:

1. Stop! Use the same energy either to do the job or if it's too late, be honest about why you couldn't.
2. Place *results* high on your list of "musts."

Activity #7 - Following Instructions

A valuable skill that is sought by teachers and employers is the ability to follow instructions. A humourous way to test your student's/client's ability to follow instructions is through the use of the timed test on this page.

The group members should each receive a copy of the test, but should not look at it before they are instructed to do so. The directions for the test should be given. When five minutes are up, the group leader should initiate a discussion:

Did the group understand the directions?
What were their thoughts as they took the test?
What have they learned from this experience?

Directions: You will have five minutes to complete this activity. You may not ask the instructor any questions during this activity.

1. Read each sentence very carefully.

2. Write your last name in the bottom right hand corner of this sheet.

3. Draw five squares in the upper left hand corner of this sheet.

4. Put an X in three of the squares.

5. Draw a circle around the first sentence.

6. Call out "I have" if you have followed all directions carefully.

7. Circle all even numbers on this sheet.

8. Count from one to ten backwards in your normal voice.

9. Draw a circle around the word name in sentence number two.

10. Write "yes" next to the page number above.

11. Draw a square in the middle of the bottom of this sheet.

12. Re-read sentence number one, and put your pencils down quietly.

This test is adapted from the Career Guidance Center, Region Eight Newsletter. It states that this activity is for use with students or clients.

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The Three Boxes of Life, Richard N. Bolles, Ten Speed Press, Box 7123, Berkeley, CA 94707, 1977. (Contains Quick Job Hunting Map)

Whither Guidance: Future Directions, Norman Feingold, Garrett Park Press, Maryland, 1981.

Your Invitation To Full Life, John J. Pilcher, Ph.D., Winston Press, Inc., Minneapolis, MN, 1981.

VALUES

Overview

Values are the ideas, thoughts, or actions one thinks are important. It might be said that values are at the base of one's decisions. Values, motivation, decision making, and goal setting are linked together. Every decision has some distinctive purpose; a value is at its root. Values are motivating factors in determining goals and developing a conscious direction over life goals.

There is a difference between values and attitudes in that attitudes are feelings one has in response to something and values are the reason one has those feelings. For example, a student is walking to school and sees a teenager picking on a much younger person. The student may feel angry. This feeling would be the attitude but the reason for the feeling is because of a value; perhaps love, justice or altruism.

Values are acquired through sharing. One's family, friends, teachers, peers, institutions, and all other forms of society affect what one believes and gives worth to. Values are also shaped by the kinds of experiences a person has. It would be difficult to know oneself apart from the value dimensions of one's experiences.

It is then important in examining who we are and where we want to go, that values be identified, examined, and understood.

Objectives

- To identify and clarify a given list of values.
- To understand the importance of values in self-knowledge.
- To understand that values are the reason for choices one makes.
- To introduce the concept of budgeting/money management.

Each individual has a purpose within the universe. Identifying and pursuing this purpose is a vital part of fulfillment.

W. Clement and Jessie V. Stone Foundation, 1979, Motivation Advance Program

VALUE PAC

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ACHIEVEMENT

Accomplishment; a result brought about by resolve, persistence, or endeavor. The word "achieve" is defined as "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

AUTONOMY

The ability to be a self-determining individual.

HEALTH

The condition of being sound in body; freedom from physical disease or pain; the general condition of the body; well-being.

KNOWLEDGE

The seeking of truth, information or principles for the satisfaction of curiosity, for use, or for the power of knowing.

MORALITY

The belief in and keeping of ethical standards.

POWER

Possession of control, authority, or influence over others.

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SKILL

The ability to use one's knowledge effectively and readily in execution or performance; technical expertise.

AESTHETICS

The appreciation and enjoyment of beauty for beauty's sake.

CREATIVITY

The creating of new and innovative ideas and designs.

HONESTY

Fairness or straightforwardness of conduct; integrity; uprightness of character or action.

LOVE

Affection based on admiration or benevolence; warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

PHYSICAL APPEARANCE

Concern for the beauty of one's own body.

RECOGNITION

Being made to feel significant and important; being given special notice or attention.

WEALTH

Abundance of valuable material possessions or resources; affluence.

ALTRUISM

Regard for or devotion to the interests of others.

EMOTIONAL WELL-BEING

Freedom from overwhelming anxieties and barriers to effective functioning; a peace of mind; inner security.

JUSTICE

The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately.

LOYALTY

Maintaining allegiance to a person, group, institution, or political entity.

PLEASURE

The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

RELIGIOUS FAITH

Communion with, obedience to and activity in behalf of a Supreme Being.

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WISDOM

The ability to discern inner qualities and relationships; insight, good sense, judgment.

ACTIVITIES

Activity #1

Distribute the handout "Value-Pac". Introduce the values and definitions. Depending on the class reading levels, some re-defining may be necessary. Ask the class for additions to the list.

Activity #2

Use one or all of the following situations to introduce the subject of values. The group should be seated in a circle or semi-circle. Each situation should require 10-15 minutes.

Situation 1 - Inheritance Fantasy

> Give the participants the good news: "An uncle you didn't even know you had just died and left you $10,000 in his will. There's just one catch - he has stipulated that you must give the money away. What will you do with the money?"

After members have had time to decide, give any volunteers a chance to answer the question. Encourage discussion about the values illustrated by participants' choices of recipients for the money.

Situation 2 - Fire!

> Tell participants, "Your home is on fire. You know everyone is safe, and you have time to save only one object. What will it be?

Give participants a chance to decide, and then discuss what values are represented by the object they chose.

Situation 3 - You Can't Go Home Again

> Pose this situation for group members: "You are to leave tommorow for the moon. You may take with you only four objects, and you can never expect to return to earth. What will you take?"

Give participants time to make up their minds (they might want to make a list on scratch paper) and then discuss the values represented by the objects they selected.

Activity #3

A) Show the filmstrip #1 entitled "Values" from The Life Goals: Setting Personal Priorities series, published by the Human Relations Media Center, Pleasantville, N.Y. 10570.

B) Show the film, Our Totem is the Raven, 22 min. Drama of a boy's ordeal of endurance and ritual ascent to manhood movingly underscores the problems of the Indian when his customs clash with the 20th century values. North Dakota State Film Library, Division of Independent Study, State University Station, Fargo, North Dakota58103, (701) 236-8907

C) Show the film, Differences, 25 min., color, 1974. An American Chippewa Indian, two blacks, a Mexican American and a long-haired bearded white relate their experiences and difficulties in learning to live within the unwritten rules of middle-class America. University of Nebraska-Lincoln Instructional Media Center, Lincoln, Nebraska 68508, (402) 472-2171.

Activity #4 W. Clement and Jessie V. Stone Foundation, 1979

This activity can be divided into two sections, one long session, or the items to be auctioned can be limited to 10 of the 18 items for a shorter session and more time for follow-up. The instructor will want to explain what an auction is and that he/she will function as the auctioneer.

A) Distribute the auction sheets and explain that you are giving the participants a description of items to be auctioned and that each of them has $2,000 to spend. Ask students to prepare a budget. You may spend a few moments here, discussing budgets or incorporate a lesson on money management and continue the auction at the next class meeting. If continuing, the students will write the amount they are willing to spend for items they want in the column headed "Amount You Budgeted". The minimum is $10.00 per item, the total not to exceed $2,000.00.

MAP 8 | Values Auction

Items to be auctioned		Amount you budgeted	Highest amount you bid	Items you won	Value involved for you
1.	To rid the world of prejudice				Justice morality religious faith
2.	To serve the sick and needy				Altruism
3.	To become a famous figure (movie star, baseball hero, astronaut, etc.)				recognition wealth power
4.	To have a project that will triple your family's income this year				wealth creativity
5.	To have a year of daily massage and the world's finest food from the world's finest chef				pleasure physical appear.
6.	To know the meaning of life				wisdom knowledge religious faith
7.	To have a vaccine to make all persons incapable of graft or lying				morality
8.	To be able to set your own working conditions				autonomy
9.	To be the richest person in the world				wealth power
10.	To be the president of the United States				power achievement recognition
11.	To love and be loved by someone very special to you				emotional well-being Love
12.	To have a house overlooking the most beautiful view in the world, in which you may keep for one year 40 of your favorite works of art				wealth aesthetics pleasure
13.	To be considered the most attractive person in the state				physical appear recognition
14.	To live 100 years without illness				health
15.	To know all about yourself, and know for certain who you are				wisdom knowledge emotional well-being
16.	To have access to a center of learning with all the learning aids available for private use				knowledge
17.	To have an audience with the spiritual leader, either past or present, that you admire most				religious faith
18.	To rid the world of unfairness				altruism justice

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Use with: VALUES 3 and MAP 9

SAMPLE BUDGET

BUDGET AREA	BUDGET ITEM COST (IF ANY)	TOTAL COST OF BUDGET AREA (ADD FIGURES IN SECOND COLUMN TO GET TOTAL)
HOUSING		$_____
FOOD	1. Groceries $_____ 2. Meals Out $_____	$_____
UTILITIES	1. Phone $_____ 2. Electricity $_____ 3. Other $_____	$_____
TRANSPORTATION	1. Bus/Subway/Taxi $_____ 2. Car Payments $_____ 3. Car Maintenance and Gas $_____ 4. Car Insurance $_____	$_____
Clothing		$_____
HOUSEHOLD SUPPLIES	1. Maintenance Supplies $_____ 2. Personal Grooming Supplies $_____ 3. Furniture and Appliance $_____	$_____
INSURANCE	1. Health $_____ 2. Life $_____	$_____
MISCELLANEOUS	1. Medical/Dental Expenses $_____ 2. Other $_____	$_____
ENTERTAINMENT		$_____
SAVINGS		$_____

TOTAL EXPENSES (Add figures in third column).....$_____

INCOME (Enter monthly income after taxes).....$_____

SAVINGS (Income minus Total Expenses).....$_____

B) The important point to communicate is that the participant can budget the money as desired: all the money for one item or split it up among several. They will use the budget as a guide only and are not obliged to stick to it during bidding.

C) Conduct the auction, selecting items from the list at random rather than in the sequence on the list.

D) Have students go through the two columns and record the highest amount bid and items they won.

E) Have students look at their list of values or distribute them again. Explain that they can use these to help them relate what values were involved in their choices of items. There may be several values represented by one item. Complete 4th column on auction sheet.

F) Discuss the results with the students. Ask the students if there are any differences between the way they ranked the items in their budgets and in bidding.

Did some of them find that items they really wanted were bought by someone else? In the excitement of bidding, did they go higher than they intended, leaving no money for later items? As the end of the auction neared and they still had money left, did they find themselves bidding on items they didn't want? The instructor may ask in what way is this like real life. For instance, suggest that its one thing to list values while sitting quietly, but another when a person is out with a gang of friends and has to decide whether to do something or not. Discuss.

NOTE: The handout included here has values filled in the 4th column. The instructor will distribute the handouts with this column blank.

ACTIVITY #5

The following values stories can be used for yet another way to illicit responses from the students in further clarifying their values. The students may divide up into small groups. One person in each group can be chosen as the group spokes person or leader or they can record their responses individually and share with the group.

VALUES STORY #1

Two parents left their thirteen-year-old daughter at home after telling her not to leave the house. In spite of their warning, she left and went through the woods to her boyfriend's house. Because it was dark when she was ready to return, she asked her boyfriend for a dollar so that she could take the ferry across the river rather than walk through the forest where the robbers were. He refused. She then walked to the ferry and asked the captain to let her ride free. He also refused. She walked through the forest and was killed by the robbers.

Tell the participants to write the numerals one through five across the top of the 3 X 5 card you gave them. Say, "There are five types of characters in this story - the girl, the parents, the boyfriend, the captain, and the robbers. Put the one you think is to blame for the girl's death under number one. Then the one next most responsible under number two, and so on. Under number five, you'll be putting the name of the one you think is least responsible. Then have each small group discuss and come to agreement on their choices.

Place a "tally grid" on the chalkboard or flip chart, as shown:

Characters	1	2	3	4	5
The girl					
The parents					
The boyfriend					
The captain					
The robbers					

The group leader will give the responses of his/her group. Record the responses on the grid.

The group leader will share why they ranked characters they ranked characters as they did after all have been recorded.

You will prompt additional sharing with questions such as these:

* Are values fixed? Is there only one right way to think about a situation, or are there many?

* Are values ever re-ranked when a person receives new information?

NOTE: Before reading the stories to the students, the instructor may want to discuss listening skills. (Nature gave people two ears but one tongue, which is a gentle hint that one should listen more than they talk.)

VALUES STORY #2

Fred attends a large high school of about 2,000 students. He is a senior and an excellent football player. He has few problems, average grades, and high hopes for going to college.

Fred's best friend is Bob. Bob, who also has high hopes for going to college, plays on the football team with Fred.

Fred saw Bob coming from the officeof Mrs. Jones, who is the senior guidance counselor. He asked Bob why he'd been to see Mrs. Jones. Bob explained that he was making sure that at the year's end he would graduate,

and have enough units to enter college. Fred replied maybe he'd better do the same, and went into Mrs. Jone's office.

Because it was the beginning of school and Mrs. Jones had many things to do, she told Fred to see her later. Fred then went to his coach to seek the same information. The coach told Fred that students like himself didn't have to worry. "Just keep running that football," he said.

About four days later Fred went to see Mrs. Jones again with no luck. He went a third time during the next week, only for Mrs. Jones to say, "You football players think the entire school should stop for you. You'll just have to come back."

Bob told Fred after hearing his story to forget Mrs. Jones and talk with the coach. As Fred went into his office, the coach said, "You sure looked good last night. Keep that up and we'll be champs."

The year passed, and seniors were checked for graduation. It was noted that Fred could not graduate because he needed an additional half credit. Everyone had something to say:

* Mrs. Jones: "I told that boy every time I saw him to come in and let me go over his program."

* The coach: "It's OK to be good in football, but you have to study."

* Bob: "Fred, you should have seen Mrs. Jones like I did."

There are four main characters in this story: Fred, Bob, Mrs. Jones, and the coach. List the characters in the order of their responsibility for Fred not having his needed half credit.

NOTE: Activities #1, 2, 4, 5, and 6 are taken from the Motivation Advance Program (See Resources).

ACTIVITY #6

At this point, the students should have an understanding of what a value is, the importance of understanding their own values, and be able to complete the handout "What Do I Value In Life."

W. Clement and Jessie V. Stone Foundation, 1979

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MAP 6 What Do I Value in Life?

Put number 1, 2, or 3 in the blank beside each value term. Use this key: 1 = not very important 2 = important 3 = very important

__ ACHIEVEMENT (accomplishment; working and getting results)

__ AESTHETICS (appreciation of art; enjoyment of beauty in art and nature)

__ ALTRUISM (service to others; unselfishness; devotion to interests of others)

__ AUTONOMY (being one's own boss; making one's own decisions)

__ CREATIVITY (having the power to produce new, original ideas or work)

__ EMOTIONAL WELL-BEING (peace of mind; calmness; serenity; inner security)

__ HEALTH (being physically sound; keeping in good shape)

__ HONESTY (being frank and open; telling the truth)

__ JUSTICE (fairness; knowing what's right and what's wrong)

__ KNOWLEDGE (gathering and understanding information)

__ LOVE (warmth and caring; affection)

__ LOYALTY (being faithful to someone no matter what; keeping allegiance firm)

__ MORALITY (integrity; being ethical; *doing* what's right)

__ PHYSICAL ATTRACTIVENESS (being neat, clean; concern about appearance)

__ PLEASURE (satisfaction; fun or joy)

__ POWER (having authority; being in control)

__ RECOGNITION (being important or accepted)

__ RELIGIOUS FAITH (having a belief in God)

__ SKILL (being good at doing something)

__ WEALTH (having money and possessions)

__ WISDOM (having good sense, insight, or mature understanding)

List your top five:	List your bottom five:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Use with: VALUES 2

RESOURCES

1. Values Clarification, A Handbook of Practical Strategies For Teachers and Students (1972) by Simon Howe, and Kirschenbaum.

2. Motivation Advance Program, Audrey Peterson and Lacy Hall, Ed.D, Materials available from, W. Clement and Jessie V. Stone Foundation, 111 E. Wacker Drive, Suite 510, Chicago, IL (1979). Materials included with permission.

DECISION-MAKING

OVERVIEW

Independence begins with the ability to make and carry out decisions. Decision making requires desire, the ability to overcome fear, the risk of time and sometimes other resources. The following activities are an introduction to decision making: providing a definition, 7 decision making situations, what causes poor decisions, and 14 situations that students may not have realized required decision making. In determining goals, one makes a decision, thus this activity should be incorporated prior to the goal setting activities. They are taken from Decision Making, Dr. Robert Nelson, Allen Mark Perres, D.E. Wheeler, McKnight Publishing Company, 808 IAA Drive, Bloomington, Illinois 61701, which comes with an instructor's manual and student workbooks.

Objectives

- To provide students with an understanding of decision making.
- To provide activities in which students have the opportunity to explore strong and poor decisions they have made.
- To list common and personal decisions likely to occur in the students' lives.

WHAT IS DECISION MAKING? 3

#1 According to Webster, decision is *the act or result of deciding by giving judgment; promptness and firmness in deciding*. Can you make decisions? Have you ever thought about what decision making means to you? To some people, it is a painful exercise in frustration. To others, it is an exciting exercise in challenge and accomplishment. To some, it is a chore to be avoided if possible, while to others it is a meaningful exercise in self-sufficiency and accomplishment. The point then, is not, "What is decision making?" but rather, "What is decision making to me?" There is no clear-cut way to label all decision making situations but there are some alternatives identified below. Examine each situation carefully and specify whether you have been involved in that situation or not. Briefly give details.

#2 SITUATION 1—*A Good Decision*

One can make a good decision. Some typical ways to determine whether or not a decision is a good one is to measure the benefits that have come or are coming to you because of that decision. If you are enjoying short-term or long-term benefits or both, the chances are that you have made a good decision.

Briefly discuss the most important *good decision* you have made in the past year.

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SITUATION 2—*A Bad Decision*

One can make a bad decision. If your decision has not brought you benefit or if it is causing harm or anguish, you probably have made a bad decision.

Briefly discuss the most important *bad decision* you have made in the past year.

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SITUATION 3—*A Good Decision, But No Follow Through*

One can make a good decision but not follow it through. In this case, the decision made would have brought you benefits if you had carried it out. Because no action was taken, the result of this situation is the same as making no decision at all.

Have you made a good decision, but not followed through? If so, discuss it briefly.

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SITUATION 4—*Deciding Not To Decide*

One can decide to not make a decision at all. In this case, a decision has been made even though it has not been made on the key issue. Depending on the outcome of this indecision, the decision to *not* decide may be a good *or* bad one. Usually failing to decide brings negative results. Thinking of your own situation, briefly discuss a situation you have faced in the past year in which you have decided not to decide.

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SITUATION 5—*Changing Your Decision*

One can change the decision he or she has made. Changing a decision may be a positive *or* negative act, depending upon the reason for the change. If, for example, one changes a decision because of fear, rumor, prejudice, half-truths, or unqualified advice, the end result will in most cases, be negative. If, on the other hand, a decision is changed because of logic, common sense, sound advice, research, or from past experience, the outcome will tend to be positive.

Briefly discuss a situation within the past year in which you have changed your decision.

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SITUATION 6—*Allowing Others To Make Your Decision*

When people allow others to make their decisions, they are displaying their lack of confidence and know-how. Most people do not understand that in most cases, when they make their own decisions, they are doing themselves a favor. By allowing other people to make your decisions, you are showing that you are *not* independent. You have to learn how to stand on your own feet at some point in your life. Although making your own decisions can be scary, if you learn how to use advice and organize your thoughts, you will do just fine. (Later in this module you will learn how to organize your decision making thoughts.)

When in the past year, have you allowed others to make decisions for you?

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SITUATION 7—*Improperly Made Decisions*

Often if a decision is not made properly, it will fall apart when put to a true test. When you make a decision, you should be convinced that it will stand up in almost all situations. One way to test your decision is to imagine a specific situation in which the decision would be put to a test. Examine your decision by asking questions of yourself regarding the overall strength of the decision. *(For example: "How can this decision help me or hurt me? Can I think of a situation in which I would be sorry I made the decision, etc. . . . ")*

Briefly discuss the most important improperly made decisions you have had within the past year.

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WHAT CAUSES POOR DECISIONS? *6*

#1 All of us have made poor decisions during our lives. Some people make them more often than others. It is safe to say that those who make fewer poor decisions have a better chance of getting from life what they want. Below are listed some of the general causes of poor decisions.

EMOTION

Using emotion rather than logic and research to make the decision.

When you use only your emotions to make a decision, two interesting things are taking place. The first is that you are thinking of the results of your decision without taking into consideration all of the realities. Your emotional thinking also convinces you that the limited information you have, is sufficient for you to make an intelligent decision. This causes you to fail to properly research all the facts.

Name and explain a situation in which you have allowed emotions to make your decision for you.

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ADVICE

Acting on the advice of unqualified sources.

Most people have a number of sources for advice. Often the advice they receive comes from people who really don't know what they are talking about but convince you they do. At times, we are given advice by selfish people who offer advice that serves them more than you. Some people believe they are experts in given fields when indeed, they are not. Unfortunately, these people give you advice as though they were experts. You should realize that because a person is a friend or relative does not mean that their advice is qualified.

Name and explain a situation in which you have received advice from an unqualified person.

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GOALS

Having no goals and no plan of attack.

When you have no direction, decisions are usually easily altered, abandoned, or forgotten. These things occur because the outcomes of your decisions tend to have little or no meaning. (If you have no direction but decide to find one, you have a direction.) Happy and/or successful people almost always have a direction and the things they do have *meaning*. A goal and a plan to carry out the goal will help you make and follow through on your decisions.

Name and explain a situation in which you have tried to do something important, having no goals and no plan of attack.

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.....

PATIENCE

Having little or no patience.

Those who have little or no patience tend to make error after careless error. They don't have the time or the desire to consider the consequences of their decisions because they are impatient. In many cases, the time saved by carelessly not considering the facts will be lost when the job must be done over.

Name and explain a situation in which this has happened to you.

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VISION

Having tunnel vision and not being able to look ahead.

By tunnel vision we mean looking in one direction, at only one thing, and not being able to see those events which may help us make an intelligent decision. Usually, it is the opposite of open-mindedness. It tends to dim the light which helps us to see things clearly.

Name and explain a situation in which you have not been open-minded in dealing with an important situation.

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SPECIAL CASES

General circumstances that are unavoidable.

There are times when things simply do not turn out right. In these cases, lack of luck or circumstances in general cause events to turn against us. Because these things are usually unavoidable, the object is to face them head on and not allow them to stop us in our tracks. Rarely is there a strategy that can help you avoid these circumstances. However, there are many strategies that can help you bounce back.

Name and explain a situation in which this has happened to you.

.....

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TYPICAL DECISIONS *7*

#1 Quite possibly, you have been confronted with a situation that you did not realize was a decision making situation. Following are some typical decisions facing people. Add your own situations to the list if you can.

1. What career should I choose?
2. Should I go to college or do something else?
3. Should I get married or stay single?
4. Should I leave home or stay with the family?
5. Which company should I join?
6. Which college should I attend?
7. Should I do what I enjoy or do what makes me the most money?
8. Should I invest my money or should I keep it in the bank?
9. Should I borrow money or get it some other way?
10. Should I live for today or for tomorrow?
11. Should I be honest or should I be polite?
12. Should I overcome my fear or do something else?
13. Should I work for myself or for someone else?
14. Should I seek the secure route or the risky one?
15. .....
16. .....
17. .....
18. .....
19. .....
20. .....
21. .....
22. .....
23. .....
24. .....
25. .....

Overview

A person without goals is like a snowflake falling with thousands and landing wherever it may. Many creative people live abundantly, because they have an ongoing sense of direction and purpose. Most people don't know how to set goals and therefore let others set their goals for them. Goal setting can be viewed as a tool to use in obtaining one's freedom, in that it gives one control over their lives and a map, point by point, in reaching a destination. Goals give us reason for being and doing, which is a basic psychological need. As one begins to set goals and achieve them, a sense of personal pride and accomplishment is felt. A major by-product of goals and direction is the building of self-esteem and self-trust.

W. Clement and Jessie V. Stone Foundation, Chicago, 1979

Objectives

To transpose an intangible desire into a tangible image

To understand the benefits of goal setting

To develop specific skills to help one set meaningful goals

To practice setting both long and short term goals

"OPPS, I SHOULD HAVE MASTERED THE FIRST STEP BEFORE I TOOK ON THE SECOND"

The following are examples of ways in which the students can step-by-step put their goals in writing. Once the students have achieved a goal plan, the instructor may want to periodically review the goals with the students to determine changes and progress in goal attainment.

This would depend on the length of time the instructor has with the students. They should be aware of the need to check and re-evaluate their goals independently and regularly. Also, the instructor may suggest that they put their goal plan in a place where they can see it daily, i.e., on their bedroom wall, closet door.

SHORT-RANGE GOAL

Sample No. 1 Use the following as a guide to your own goal setting.

1. I will receive excellent grades while in school.

2. I will receive excellent grades (date) _____.

3. I will give my time, money and other resources, dedication, second effort, persistence, and internal fortitude to accomplish my goal.

4. a) I will take courses that are required and which are consistent with my career choice and likes.

   b) I will do as much research as possible in order to be aware of the effect of my courses.

   c) I will prepare a schedule from which I will be able to properly allocate time for classes, study, papers and an active social life.

   d) I will not waste my time and money.

   e) I will make absolutely certain that my basic study skills are up to par.

   f) I will seek and receive extra help from students, tutors, and/or instructors, if required.

   g) I will make certain that I am learning as well as earning good grades.

LONG-RANGE GOAL

Sample No. 2

1. I want to own my own trucking company and will do so.

2. I will own this company by (date) _____.

3. I will give my time, money, effort, dedication, second effort, sincerity, persistence, and any other resources available to accomplish my goal.

4. a) I will find and enroll in a good truck driving school.

   b) I will learn a great deal at this school

   c) I will use my knowledge and my aggressiveness to find a good job in the trucking industry, most likely as a truck driver.

d) I will serve in other capacities as well, during this time (dispatcher, service, etc.) so that I can learn as much as I can.

e) During this time, I will build as many contacts as possible.

f) I will learn the basics of good business practices.

g) I will begin working on a plan for capitalizing my company.

h) I will purchase my first truck and build from there.

Smaple No. 3

This sample form (below) may be adjusted with the long term goals preceeding the short-term goals. In some cases, students may have difficulty determining long-range goals and need further exploration. In this situation the instructor may have them complete short term goals only.

SAMPLE #3

NAME_____ PHONE_____

ADDRESS_____CITY/STATE/ZIPCODE_____

PLAN FOR GOAL ACHIEVEMENT

GOAL SELECTED BY CLIENT -- SHORT TERM

_____

_____

STEPS NEEDED TO ACHIEVE GOAL

_____

_____

GOAL SELECTED BY CLIENT -- LONG-TERM

_____

_____

STEPS NEEDED TO ACHIEVE GOAL

_____

_____

Sample No. 4

The following worksheets contain goal-setting procedures slightly different from the proceeding three samples. Goal setting here is divided into four areas; work goals, learning goals, leisure goals, and personal relationship goals. Although the previous exercises can include goals in any of the above areas, here the divisions are definitive. After the individuals have completed the goal worksheets they prioritize the goals and must think about the difficulties that may occur and possible conflicts between goals. This exercise gives the individuals a push in thinking through their decisions.

SAMPLE #4

GOAL SETTING

Fill in three of your own goals in each of the following areas:

A. Work Goals - What kind of work do you want to do? Name career areas or names of occupations i.e., Medical Field; Nurse, Office Work; Legal Secretary, Programmer.

1. _____

2. _____

3. _____

B. Learning Goals - What would you like to know more about? What skills would you like to develop?

1. _____

2. _____

3. _____

C. Leisure Goals - What hobbies or interests do you want to develop? i.e., Travel, Sports, Art Activities, Research on Native Americans, etc.

1. _____

2. _____

3. _____

D. Personal Relationship Goals - What kinds of relationships do you want with your friends, husband, parents, and others? For example, do you want to be married, to have children?

1. _____

2. _____

3. _____

SAMPLE #4

RATING YOUR LIFE GOALS

Select the six goals you consider most important from the Goal Setting Worksheets. Then decide which of these six goals is the most important, and write it beside number one below. Write your second most important goal beside number two, and so on. For now, ignore the two right-hand columns.

GOALS	DIFFICULTY	EFFECT ON OTHER GOALS
1.		
2.		
3.		
4.		
5.		
6.		

Now that you have finished writing your six most important goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

3 - I will have to work very hard to reach this goal
2 - I can reach this goal if I work at it
1 - I can reach this goal fairly easily

After you have finished rating the difficulty of achieving your goals, complete the EFFECT ON OTHER GOALS column, as follows:

If the goal is likely to conflict with other goals on your list, write CONFLICT in the column.
If the goal will probably have no effect on your other goals, write NONE in the column.
If working toward the goal will probably help you achieve another goal on you list, write HELP in the column.

Activities

Activity #1

In order to introduce the concept of goal setting and the value in setting goals one can utilize success stories using Native American role models and others who have benfited from this procedure.

A Native American film entitled, The New Indians is available from the National Geographic Society, Chicago, Illinois, This would be appropriate here. It depicts Native Americans who have achieved employment and personal success. W. Clement Stone and Napolean Hill's book Success Through Positive Mental Attitude also contains stories of people who have achieved their goals. Depending on the class reading levels, one could assign chapters, the entire book, or possibly read one or two of the stories to the class.

Activity #2

The book, Indians in Careers, published by United Indians of All Tribes Foundation, Seattle, WA, 1979, contains interviews and photographs of 16 Native American men and women in various occupations.

The instructor may use one person or several from this book and request the students to read the summary and subsequently set short and long term goals for this person. From the information summary, they would hypothesize the steps needed to have accomplished the cited occupations. Re-setting and evaluating one's goals periodically may be discussed here.

Activity #3

Ask the class to choose a short-term goal that they could realistically accomplish before the next class meeting and write it down. (Follow up at the next class meeting.)

Ask the class if they could achieve their weekly goals in daily stages. If so, you may use a hypothetical person and set daily goals so the students visualize the process.

Weekly Goal

Daily goals to achieve weekly goal.

1st day
2nd day
3rd day
4th day
5th day
6th day
7th day

Harold Belmont: *Alcoholism Counselor*

Harold Belmont, Suquamish/Songee, lives in Seattle, Washington, with his wife and five children. He graduated from Garfield High School in Seattle and worked for many years in management. Since 1974, Harold, with the support of his wife, has been a recovered alcoholic, and an alcoholism counselor. He graduated from an alcoholism counselor training program at Seattle University.

At present, Harold Belmont is the Assistant Director of the Seattle Indian Alcohol Program (SIAP). SIAP has a 44-bed Native American unit, a component at the King County Alcoholism Treatment Center and a state licensed rehabilitation services center, the Thunderbird Fellowship.

One of the important activities at the Thunderbird Fellowship is the Thunderbird Singers. Harold is the sacred drum keeper and has pledged to "see that people sitting at the drum are not under the influence of alcohol or drugs."

WHAT KIND OF WORK ARE YOU DOING?

I currently serve as the Supervisor of the Criminal Justice Ex-Offender Rehabilitation Project. We have a staff and we work in the penal institutions in Puget Sound and Western Washington. We go to the Washington State Penitentiary in Walla Walla every month and spend a couple of days with the Brotherhood of American Indians and meet with individuals.

We're finding Indians are in prison not so much because they're criminals, but because they have a drinking problem and they commit crimes while they're drunk or drinking. Philosophically, we believe these Indians don't belong in prisons. They're in prison as a result of a crime. The crimes are a symptom of another problem. We define that problem as alcoholism.

HOW DID YOU END UP COUNSELING PRISONERS FOR ALCOHOLISM PROBLEMS?

I'm a recovered alcoholic. I remember when I first tried to quit drinking I had a tremendous feeling of loneliness and fear. I really felt kind of lost, hopeless, worthless. I heard these Indian people talking about a spiritual conference in the mountains. It was during the spiritual conference that I began to find out that I could be happy as a person and as an Indian. The last night of the conference a good friend came over to my tipi and he asked me, "Would you like to go to McNeil Island tonight? We're having a group meeting with the Brotherhood."

When I got into the prison it was one of the most traumatic experiences I've ever had in my life. When you hear those iron gates clang behind you, then you say, "My God, I'm locked up, what's going to happen?" I had a chance to meet this man, Harrington Luna. When I met him the traumatic experience I had was, "Man, these people are locked up and they need the help and support of our community. Why are these Indians forgotten?" The Indians talk of a "vision quest." It's as if I saw my vision. I can remember going back and saying, "Hey, I want to work for you." At the time I'd only been sober for about six months.

DID YOU START WORKING FOR THE PROGRAM THAT NIGHT?

No, I needed to achieve some stability in my life. It's something we call sobriety. It was about five and a half months later that S.I.A.P. called me. I filled out an application and they hired me. I had been a client of this program before I became an employee. You just can't become an alcoholism counselor because you want to. You have to be able to sit down with yourself and decide what you want to do and write your goals and objectives.

WHAT WAS A TYPICAL DAY LIKE FOR YOU AT THE PRISON?

On a weekly schedule I used to go down once a week to do one-to-one counseling and diagnostic evaluation I'd leave Seattle in the morning and get over to Steilacoom about 8:00. That would give me time to grab a cup of coffee and catch an 8:40 boat to McNeil Island and meet with the individuals that day.

I'd have to divide my time up. At times I've had as many as 40 or 50 inmates at the institution. Specifically, there are three things I needed to do as an alcoholism counselor: first, diagnose if in fact the person has a problem, then prognose that problem; and then formulate some kind of plans or recommendations.

WHO DECIDES WHICH PRISONER YOU'RE GOING TO BE SEEING?

We let the Indian population know that we are here. We give them the options of coming to us for assitance. Back in 1969 they organized the Indian Club at McNeil Island and called it Brotherhood of American Indians. They formulate a call sheet that gives us an indication of who wants to talk to a counselor.

We have group therapy sessions once a week. We present information and we share an educational opportunity to learn about drinking and give them the opportunity to share experiences about your own life. It's not AA but it's like AA. Lots of times the self-esteem is so low that the person really believes that no one gives a damn or that there is nothing that they can do, and they just become institutionalized.

DO YOU SEE YOUR CLIENTS ON A ONE-TO-ONE BASIS?

Yes. One of the important things in a one-to-one relationship is to begin to share with them or identify some of the problems we see. One of the most common symptoms of alcoholism to begin with is denial. If you've ever known anybody with a drinking problem, one of the first things you recognize is that you're going to say, "Well, I can control it," or "I don't have a problem."

But just because a person has an alcohol-related conviction doesn't necessarily mean they've got a drinking problem. We try to make them aware of the fact that, "It wasn't the judge that sentenced you, it wasn't the white man and the society, it's booze. You're in jail because of booze. I'm here to provide you with an opportunity to do something about that." The motivation is high because anybody that's in prison or in jail wants to get out .

DO YOU DO ANY CULTURAL ACTIVITIES WITH THE PRISONERS?

We're here because we have identified a problem and we've been funded to deal in these areas with these problems. We go in as an Alcoholism Program. We're not a cultural project.

But we do have the Thunderbird Singers. I don't think there's any way that I can express how sacred that drumming is to my life. The spirit of the drum brings unity and good feeling to the people that understand the spirit of the sacred drum. The sacred hoop at the drum brings strength and unity among our Indian brothers and sisters. We have drum practice at the Thunderbird House once a week.

DO YOU THINK A HIGH SCHOOL STUDENT WHO HAD NEVER BEEN AN ALCOHOLIC COULD STILL BE A GOOD ALCOHOLISM COUNSELOR?

It's not a prerequisite that you be a recovered alcoholic to be an alcoholism counselor. I'm of the strong opinion that it certainly helps because it really allows you to feel for somebody. We have a staff here of 40. I believe 38 of us are recovered alcoholics. I think at this point we'd encourage high school students to look at the field of alcoholism.

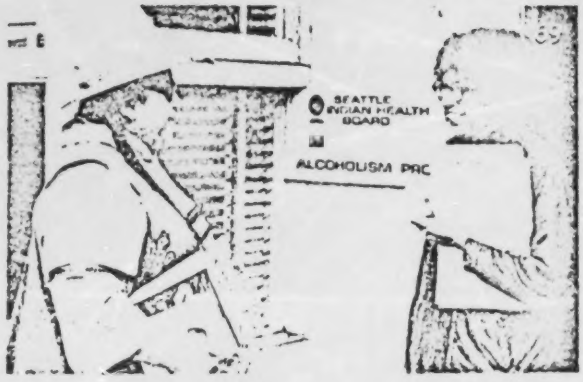
WHAT KIND OF TRAINING IS AVAILABLE IN ALCOHOLISM COUNSELING?

In the last 5 or 6 years the educational system has recognized that alcohol studies is something that's very needed in communities, so you can go almost anywhere and find a School of Alcohol Studies now. Obviously, there are some that require you to begin to learn about the physiological aspects of alcoholism. You don't need to be a Ph.D. in Chemistry to complete the study. You do need to know what alcohol does to the body when you use it to excess. What does alcohol do to the brain? To the mind?

IF YOU WERE LOOKING FOR AN ALCOHOLISM COUNSELOR, WHAT KINDS OF QUALIFICATIONS WOULD YOU LOOK FOR?

You need to want to help people and to be a "healthy helper". I think the basic qualities we look for in a person would be honesty, integrity, and the desire to help his fellow man. I'd want to find out how healthy their attitudes and their outlook was in the area of alcohol use and abuse. One of the biggest criticisms that we as Native people have towards human services or social services is that we're treated very inhumanely. I don't care whether it's an application for food stamps or trying to get legal services. I think in the past we've been dealt with very unfairly, very racially, by a system that is not sensitive to the needs of Native people.

WHAT DO YOU LIKE BEST ABOUT YOUR JOB?



I guess the fact that I'm helping people, but the real reward is that I'm helping myself. I've learned that I can be happy. I can be an Indian and feel good about it. I think people drink to feel good. People don't say, "Well, I'm going to go out and get alcoholism." But they say, "Hey, I'm going to go out and I'm going to feel good."

WHAT DO YOU LIKE LEAST ABOUT YOUR JOB?

I really resent the fact that people don't recognize the problem of alcoholism. I don't think there's an Indian in this country that has not been affected by the abuse of alcohol. At times I feel that we're not getting anything done. It's the thing that's killing our people. You look at the suicide rate on the reservation, you look at the devastation that alcohol abuse causes in our foster care programs and divorce rates and it's a problem. Sometimes I feel we're being pacified or paternalized. People give us dollars and they say, "Here, go do your alcoholism programs. We'll put you on this back lot on the reservation over here, or we'll put you down here on Broadway. You guys go over there and enjoy your programs. Enjoy your AA meetings, but don't make too much noise."

SO IT CAN BE VERY DEPRESSING WORKING IN THIS AREA?

I think the whole concept of human services can be depressing because you are dealing with people and their problems. You have to learn to really substantiate your purpose in being. Let me tell you, it's frustrating, it's energy draining, it's depressing. It just takes all you have. But one of the things we have learned in our sobriety is the only way we can keep what we have, or feeling good about ourselves, is to give it away. So every day we have an opportunity to renew our strength, renew our commitments. I've been sober for 5 years now and I feel just as excited at this moment now as I did 5 years ago.

I feel fortunate that in being an Indian there are many things in our tradition and our culture that allow me to find some satisfaction, some help. I'm a traditional person. I love my culture. I respect my ways. I love to pray with the sweetgrass, follow the way of the sweat, the pipe. I really believe something that Vine Deloria said, "You know that this is a new day and this is a new age and we are the new Indians."

ALCOHOLISM COUNSELOR CAREER

TRAINING AND OTHER QUALIFICATIONS:
Most alcoholism counselors have a high school diploma and some training from a community college or a technical school. Any related experience such as attending community classes or lectures, or helping in community activities and programs is important. A paraprofessional counselor learns on the job. A professional counselor usually has a Bachelor of Arts degree or a higher degree in psychology, or education.

EMPLOYMENT OUTLOOK:
Somewhat competitive. There are increasingly more people getting into this profession. However, each tribe continues to fund mental health programs and they are always seeking Indian people to fill these positions.

SALARY:
Medium low to medium, depending on the amount of experience, training, and education a counselor has.

THINGS TO THINK ABOUT:
A counselor has to be understanding, patient, sensitive, dependable, a good listener, and willing to work with emotionally upset people. A counselor can work with individuals or groups.

RELATED JOBS:
School Counselor: helps students with problems in school, choosing classes, and deciding on a career.

Employment Counselor: helps people to find and train for careers; works with veterans and the handicapped.

Rehabilitation Counselor: helps adults who have suffered mental or physical illness to find careers and re-adjust to society.

Juvenile Counselor: helps to discipline and counsel teenagers who have had problems at home, school, or with the law.

Youth Service Specialist: determines the needs and problems of the youth in a community and provides services, programs, and referrals to other social agencies.

Probation Officer: works with people who have committed minor offenses and helps them to stay out of trouble.

Parole Officer: helps people who have been released from prison to adjust to society.

Correctional Counselor: helps people in prison to adjust to life there.

Psychologist: helps people who are having emotional problems; studies people and conducts research.

Psychiatric Ward: supervises emotionally upset people in hospitals or institutions.

Mental Health Worker: does therapy and other mental health rehabilitation activities with patients.

Case Aide: works with handicapped people for state or local government agencies, community, welfare and social service organizations, children's homes, and rehabilitation agencies.

FOR FURTHER INFORMATION WRITE TO:

American Personnel and Guidance Association
1647 New Hampshire Ave., NW
Washington, DC 20009

American Psychological Association
1200 17th Street NW
Washington, DC 20036

Association of American Indian and Alaskan Native Social Workers
c/o Ada Deer, President
1025 West Johnson Street
Madison, WI 53706

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Ron Shaw: Doctor

Ron Shaw was in the last year of medical school at the University of Washington at the time of this interview. He graduated from Casis Hall High School in Tulsa, Oklahoma, and attended Oklahoma State University in Oklahoma. For his first year in medical school, he went to the University of Alaska.

Although Ron has been a student for many years, he hasn't let school engulf his whole life. He still finds time to participate at Native American celebrations. He dances the men's straight dance in traditional Osage dress. His parents are Creek and Osage from Oklahoma.

WHEN YOU GRADUATE FROM MEDICAL SCHOOL, WHAT WILL YOU DO?

All doctors who have recently gotten degrees have to do some further training at a hospital. The length of this training depends on what your interests are. I plan to work at the University of Oklahoma hospitals. For two or three years I'll be training in the specialty of internal medicine. I plan to initially practice in the Indian Health Services.

WHEN DID YOU DECIDE THAT YOU WERE GOING TO BECOME A PHYSICIAN?

Probably for anybody, they make decisions, then they change their minds, then they go back. I've thought about it since sixth grade.

A LOT OF PEOPLE IN HIGH SCHOOL OR JUNIOR HIGH MIGHT WONDER IF GOOD GRADES OR EXCELLENCE IN THE SCIENCES WOULD BE NECESSARY IN ORDER TO BECOME A DOCTOR.

I think that probably the most important part was that I went to a good high school. I had pretty good grades but it wasn't just the grades. I'd already had one year of chemistry in high school so it wasn't brand new to me. You have to like the subject. You can't just want to be a doctor and not like chemistry.

In high school my advice is, don't be scared of taking some of the more difficult courses. Don't take all of them. Don't take them just because you want to be prepared for college, try to take them because they're interesting to you. Take an inventory of your abilities and your likes and dislikes. If you find that all your skills are in business administration, don't try to force yourself to like science. People are born with different abilities.

IT TAKES ABOUT 8 YEARS TO BECOME A DOCTOR. WERE THERE A LOT OF SACRIFICES INVOLVED?

You take one year at a time. It's not that many years when you come down to it. The years pass more quickly then you think. You still carry on and do things you used to do. I think anyone who has to cut themselves off from society completely just to go to school shouldn't go to school, regardless if they make straight A's.

When people think of eight years of college, they think, "Well, that eight years is lost. All I'm doing is going to school."

That's not true. That's eight years that you've got to change in every area of your life. There's a lot of extracurricular activities. There's politics, premedical societies on campus, athletics. When I go to school, it's just like an eight-hour work day. Even though it's called school, it's more like work. But I'm learning.

THERE'S A MYTH THAT IT'S VERY DIFFICULT TO GET INTO MEDICAL SCHOOL, BUT ONCE YOU'RE IN, IT'S ALMOST IMPOSSIBLE TO FLUNK OUT.

That's true. It's because there's a lot of money invested in you once you start. Flunking a test or even flunking a class doesn't get you out of school. You're given an opportunity to make it up, and of course that makes you feel bad. There's not that many people who flunk tests.

THIS IS 1978. ARE THERE A LOT OF FINANCIAL OPPORTUNITIES FOR INDIAN STUDENTS?

There's a lot of financial aid. Now that the National Indian Health Care Improvement Act has been passed, there are some big scholarships available with preference to Indian students.

SUPPOSE A STUDENT STARTED PREMEDICAL TRAINING AND THEN THEY CHANGED THEIR MIND. ARE THERE OTHER CAREERS THEY CAN CHOOSE WITH THE TRAINING THEY'VE HAD TO THAT POINT?

I have considered other choices. My favorite was being a public health administrator. Medical technology is another. Medical technology is the science of laboratory medicine. You do a multitude of lab tests on all sorts of specimens from sputum, urine, blood, even sweat. I would say that the medical technician knows more chemistry than a physician.

Others can be nurses. The new role of nurses is that they be clinicians, which means they can work by themselves, seeing patients, examining them, writing orders, etc.

AND PRESUMABLY, THEY CAN BE MEN, ALSO.

Oh, sure, in fact, I've been surprised how many men are in nursing. There's more than you think. Now you see the nurses in intensive care units. It's incredible, the skill they have. They don't make the major decisions, but as far as the procedures and manipulating all this electronic gadgetry it's things physicians can't do—not because they don't want to, but because they just don't know how to do it.

Another field is X-ray technology. You actually take the X-rays. Physical therapy is another one. Physical therapy is the rehabilitation of a patient who has been injured. They need help and instruction and exercises that will help strengthen or improve the co-ordination of an affected limb. You're almost like a coach.

A LOT OF PEOPLE KNOW THAT THERE ARE DOCTORS, BUT DON'T QUITE KNOW WHAT A DOCTOR DOES. WHAT WOULD A TYPICAL DAY BE LIKE?

A typical day would include making rounds on the patients in the morning at all the hospitals, getting their

laboratory reports, then going in and seeing them. I think that the most important part is dealing with the patient. When you're on an internship, you really don't have the time. There's a lot of things you're learning, besides getting along with the patient. In spite of it being the most enjoyable part, in the interests of efficiency, you can't let yourself enjoy that privilege.

Most physicians nowadays, because of the well-trained nursing staffs, don't have as much patient contact as the nursing staff does. You get information on how well patients are doing by looking at their charts. The nurses take the blood pressure, the temperature, the pulse. You just look at the notes.

DO YOU GET TRAINING ON HOW TO COMMUNICATE WITH PATIENTS?

No. It's learned by watching a physician who really is good at it. There are occasionally people who are very brilliant and very compassionate. Those are the people you remember, particularly because they're compassionate. Of course, they're the exception.

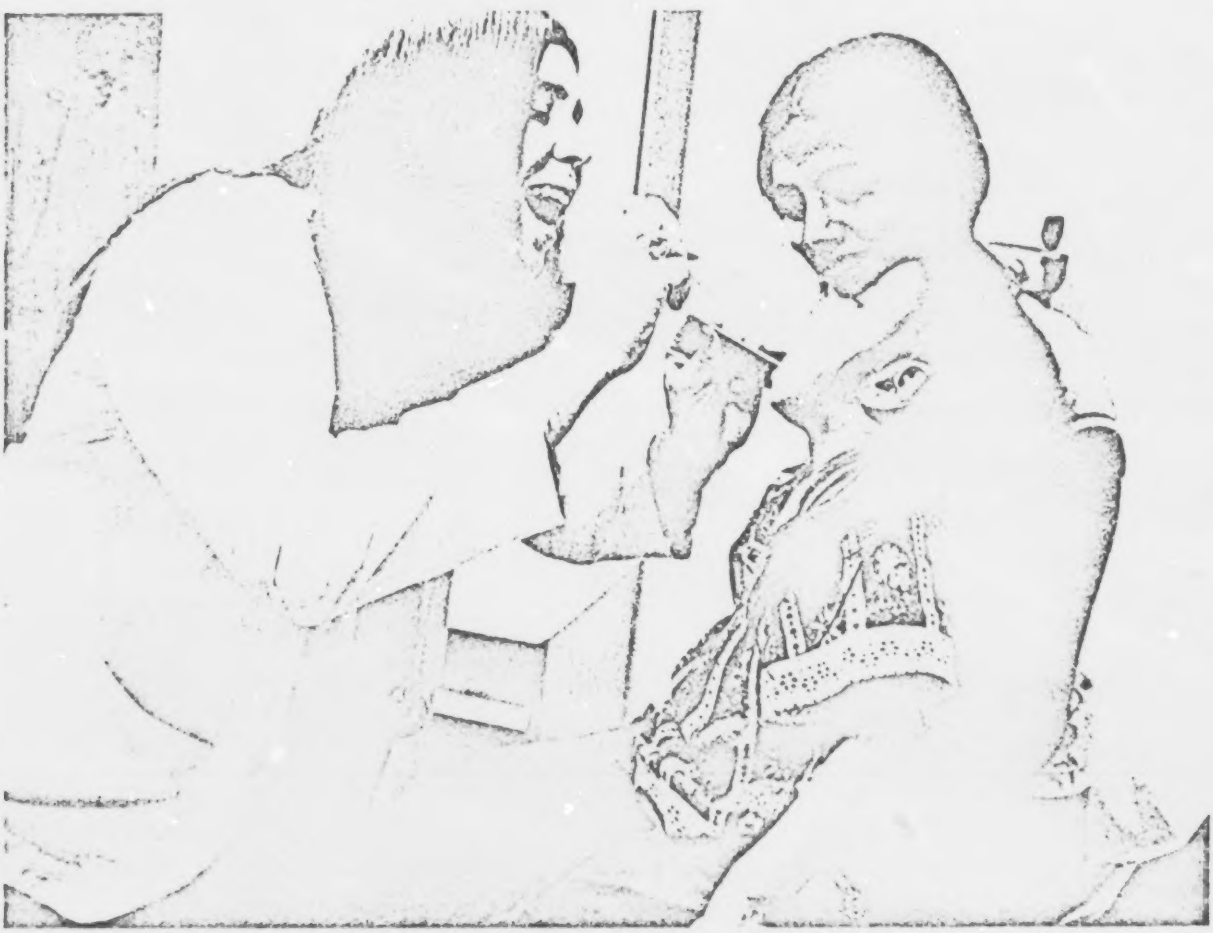
Most of the emphasis in your practice is psychology and psychiatry. A general practitioner said that half his practice is psychiatry. You're always trying to play Sherlock Holmes. First you've got to figure out, are they sick? If they are sick, how sick? If they're not sick, why are they complaining about this? The art of medicine is not the proper way to tap a swollen knee joint, but the art of medicine is delivering it in a compassionate manner.

ARE YOU PREPARED TO HAVE SOMEBODY DIE UNDER YOUR CARE?

I'm prepared for it. It hasn't happened yet. I've had a patient who tried to overdose one time, and I felt very bad.

WHAT WILL YOU FEEL LIKE WHEN YOU BECOME "DR. SHAW?"

To me, I can't help but get a lot of self-gratification. I've worked a long time. I can't say, "Well, I'm doing it all for Indian people." You've got to live for yourself. You've got to feel good about what you're doing, and not just be a workhorse. I don't really like to admit it to myself, but I've worked hard to earn a title of respect. I don't feel ashamed about feeling good about it. It's a challenge.



PHYSICIAN CAREER

TRAINING AND OTHER QUALIFICATIONS:
The study of medicine includes science courses like biology and chemistry. These are usually offered in high school. The first step to becoming a doctor involves at least 3 years of college or getting a Bachelor of Science Degree. The second step is taking the New Medical College Admissions Test and getting admitted to a medical school. Graduation from medical school involves about 4 years of study and passing a license examination. One or two years of residency—practice in an accredited, graduate medical educational program— follows graduation. Actual working with patients begins during medical school.

EMPLOYMENT OUTLOOK:
Very competitive. It is difficult getting accepted to a medical school although there is a constant search for Indian doctors.

SALARY:
High. Doctors are among the highest paid professionals in the United States.

THINGS TO THINK ABOUT:
A doctor must be willing to give a lot of personal time to society. Doctors are often on call during weekends, nights, and holidays. Emotional stability is very important because of the life-and-death decisions a physician must make. It takes a great deal of perseverance to become and to remain a doctor.

RELATED JOBS:
Chiropractor: treats patients by manu[illegible]anipulation of the body, especially the spinal cord.

Optometrist: examines people's eyes and provides corrective lens.

Dentist: examines and fixes teeth.

Dental Assistant: attends to patient and assists dentist during treatment.

Dental Hygienist: develops x-rays, makes model impressions of teeth, and helps educate the public about tooth decay.

Dental Technician: makes artificial teeth, crowns, bridges, and inlays for dentists.

Medical Technician: operates medical equipment, handles emergencies.

Medical Lab Worker: takes tests (blood, urine) and analyzes them for the doctor.

Medical Clerk: keeps track of patient files and appointments.

Registered Nurse: observes, evaluates, and records progress of patients, administers medications, instructs patients in their own care, assists doctors.

Practical Nurse: assists registered nurses or doctors.

Nurses Aide, Orderly: answers patient bell calls; feeds, bathes, and dresses patients; assists nurses in hospitals.

Occupational Therapist: helps patients adjust to society after operations involving any severe changes—blindness, deafness, artificial limbs.

Physical Therapist: helps patients with physical rehabilitation.

Pharmacist: dispenses drugs prescribed by doctors and advises patients on their usage.

FOR FURTHER INFORMATION WRITE TO:

Council on Medical Education
American Medical Association
535 N. Dearborn Street
Chicago, IL 60610

Indian Health Scholarship Fund
Federal Building, Room 215
Aberdeen, SD 57401

Indian Health Services Career Opportunities
5600 Fishers Lane
Rocksville, MD 20852

Association of American Medical Colleges
Suite 200
One Dupont Circle, NW
Washington, DC 20036

American Indian Nurses Association
2241 West Lindsey
Suite 502
Norman, OK 73069

Association of American Indian Physicians
6801 South Western
Suite 206
Oklahoma City, OK 73139

Indian Health Career Opportunities
c/o Seattle Indian Health Board
Training Department
903 East Columbia Street
Seattle, WA 98122

Activity #4

Play tape "On Winning", Earl Nightengale - discuss - Prior to introducing the tape, the instructor may want to do some preliminary teaching or review of Maslow's Hierarchy of Needs as this material is referred to in the tape. (See material in Unit I)

This activity may include some discussion of listening. The guide to the tape includes suggestions and activities to aid in understanding the 10 basic principles cited.

Activity #5

Handout - Success Cycle and Failure Cycle

- Discuss the components of the Success vs. Failure Cycle

- Discuss the 6 excuses people may use in avoiding goal setting.

(This activity is included in the first unit but is very appropriate here also)

Activity #6

A series of filmstrips depicting goal setting of non-Indians may be included here, entitled Life Goals: Setting Personal Priorities, Human Relations Media Center, Pleasantville, N.Y., 1976.

Activity #7

This activity allows the student to choose one goal and follow it through a 6 step process.

Goals

What is your current main goal?

_____

_____

Think about the following statement:

"Whatever the Mind of Man can Conceive and Believe, it can Achieve."

What does this statement mean to you?

_____

_____

Procedures For Goal Achievement

1. State Your Exact Goal.

   State your goal clearly and precisely. Do this to see your exact goal. By doing this, you will have begun to take your goal from fantasy to reality. You will now be able to clearly visualize precisely what you want to accomplish.

2. State The Exact Date.

   Indicate a future date by which the goal will be accomplish. Specifically targeting at the exact date for accomplishment of your goal helps you avoid putting things off. Typically, we've all experienced the act of putting off things and then having to pay the consequences. Stating your exact date is the first organized commitment you will have made toward achieving your goal.

3. Determine What You Will Give Up.

   What will you personally give up to achieve your goal? In most cases you can't get "something for nothing." In almost all cases, the more you want, the more you must be willing to give up and what you intend to give up. If what you intend to give up is less than what you must give up, you will not be able to fully achieve your goal.

4. State Your Plan of Action

   What plan of action will you develop to help you achieve your goal? Your plan of action is to your goal as a roadmap is to a traveler. The plan of action allows you to see where you are now, to recognize your goal and what intermediate steps you will take to reach the goal. Your plan of action will also serve as part of a self-monitoring device that allows you to see your step-by-step progress.

5. Commit Your Plan To Paper.

   Is your goal worth taking the time it takes to commit it to paper? By writing your goal on paper you are able to have something tangible on which to have your thoughts and ideas recorded. This step will help you to turn your thoughts into tangible reality. Writing out your action plan will allow you to organize your specific goal, the exact date, what you intend to give up and a written plan of action which you can refer to on a regular basis.

6. Read Your Plan Twice Daily.

   Read over once in the morning and again before you go to bed, your entire plan. This will allow your mind to be aware of your goal during both waking and sleeping hours. You must constantly reinforce your visual image, your desire, your belief and your plan or your goal will wither and die. If you can take a few minutes per day for this important step, you will see immediate results.

If you cannot or are unwilling to follow the above procedures, don't expect much forward progresss with your goals.

What past experiences have I had that will help me set and achieve my goals?

_____

_____

_____

What additional procedures could you add to the six step format you have just read and discussed?

_____

_____

_____

Explain that steps one through six represent goal strategy which bring desires into focus. The students are encouraged to compare this six step process with their original goal statement. After this evaluation, the students are asked which of the two, the process or statement bring them closer to action and achievement. All explanations must include reasons. In discussing the quotation, the class should understand that it is important to be able to personally draw the line between being positive or negative and being realistic.

This activity is from Success Core through special persmission from McKnight Publishing Company.

Activity #8

At this point, the students may have reviewed the results of their interest inventories, have a further understanding of their values and themselves and should be ready to do some personal short and long range goal setting. It is possible to introduce goal setting at the beginning of the entire unit and then again at the end comparing differences that may occur after they have been involved in career and self-exploration. Any of the four samples illustrated in this unit can be utilized.

"TOMORROW I'M GOING TO SET MY GOALS"

"TOMORROW I'M GOING TO SET MY GOALS"

"TOMORROW I'M GOING TO SET MY GOALS"

RESOURCES

Film - "The New Indians", National Geographic Society, Chicago, 1976.

Success Core, McKnight Publishing Co., 808 IAA Drive, Bloomington, IL.

Cassette Tapes - "On Winning", Earl Nightengale, Nightengale-Conant Corporation, 3730 West Devon Ave., Chicago, IL 60659.

SUBSTANCE ABUSE

Overview

Due to the severity of alcohol and drug abuse in today's society, the following information is included in this self-development unit. It may be shared with the students or for instructor information only. Included is a short quiz which can be administered if the instructor so desires. In particular, the scriptographic information has proven popular because of its simplicity and illustrations. The handouts come from various sources and the name and address is indicated on the handout if further information is desired. Additional resource information can be found in the Additional Resource Ideas section.

Objectives

- To provide quality information about alcoholism
- To create an awareness of the dangers of combining drugs and alcohol
- To provide suggestions for the spouses of alcoholics

"In a drug-ridden, drug saturated, and drug-obsessed society", Peter Frank claims that "drug abuse is alive and well" and that drug abuse education is a failure." He states that "We can certainly blame the uncertainty of present-day life, crowded urban conditions, the influence of instant communication, particularly television, and the breakdown of the traditional family structure. We can also blame materialism, hedonism, wlefarism, and a hundred other "isms" and of course, we would be justified. The burden of all these overwhelming facts might very well motivate us to go out and buy a used World War II kamikaze plane and fly it inot whatever institution we would single out to pay for the cumulative guilt of all. However, a more practical and constructive approach might be to identify and consider seeking effective countermeasures. He cites two traits inherent in all drug addicts and that they are major factors in stimulating drug taking. They are a lack of self-esteem and the inability to make decisions. He claims that an effective program would be to help people to develop the aforementioned character traits. Mr. Frank's article is entitled "Drug Abuse is Alive and Well" found in Educational Forum, Volume XLIII, Number 4, May 1978, pages 459-456.

Since both self-esteem and decision-making are included in this unit, it is important for the instructor to note their relevance as indicated by Mr. Frank in the proposed solution to drug abuse.

The enclosed scriptographic booklet may be assigned in sections, read in class, or given as a take home reading assignment. It can be divided into 4 sections such as; how alcohol works, what causes alcoholism, symptoms of alcoholism, treatment of alcoholics. The instructor may wish to provide audio-visual lessons along with each section or before or after the entire booklet. The class may be divided into 4 groups; each group may read and present a section to the class and conduct a discussion of their section. In some cases students may want to share personal situations they've encountered with alcohol. (See Appendix B)

Further information can be found under Additional Resource Ideas at the end of this unit.

FACTS ABOUT ALCOHOLISM IN ILLINOIS AND THE NATION

* The U. S. Department of Health, Education and Welfare has declared alcoholism "the Nation's Number One Health Problem," "the Nation's Number Three Killer," and "the Nation's Most Neglected Health Problem."

* Alcoholism and alcohol abuse are the major causes of disrupted family life, poor job performance, morale and disciplinary problems, accidents, increasing insurance rates and soaring rates of crime. Abuse of beverage alcohol is a factor in:

  -- 50% of all fatal accidents
  -- 37% of admissions to state and county mental hospitals
  -- 64% of all murders
  -- 41% of assaults
  -- 34% of all rapes
  -- 30% of all suicides
  -- 33% of cases in family courts

  It has been determined that 40% of delinquent youth come from families with severe alcohol problems.

* Recent investigations of child abuse cases have led researchers to the conclusion that alcohol abuse is a significant factor in more than 50% of the cases reported.

* A recent analysis done by William I. Barton of the Drug Enforcement Administration on data collected in 1974 tells us that, at the time of the offense(s) causing incarceration, 43% of 10,400 state prison inmates had been drinking: 12% light, 9% moderate, 22% heavy. The results are applicable to a total prison population of 191,400 inmates.

* In a survey conducted for the National Institute on Alcohol Abuse and Alcoholism in 1975, 12.2% of the junior high and senior high students themselves reported drinking to be a problem in their lives. Recent surveys conducted in Illinois schools yield even more disturbing results. At one suburban high school, 21% of the students surveyed were identified as needing professional help for alcohol problems (March, 1977). In the national survey, 40% of the students reported drinking in cars, 15.9% reported driving after having had "a good bit to drink."

Association Offices: 1035 OUTER PARK DRIVE, SUITE 415 • SPRINGFIELD, ILL. 62704 • PH: 217-787-0588

THINK BEFORE YOU DRINK

If you want to take a drink when you are also taking medication, three actions may save you from a serious illness or accident, or may even save your life:

Read the warnings on non-prescription drug labels or those on your prescription container

Ask you doctor about possible alcohol/drug interactions

Check with your pharmacist if you have any questions about your medication, especially those you can buy without a doctor's precription

WHAT COULD HAPPEN IF YOU DRINK WHILE TAKING ANY OF THESE DRUGS

The following chart lists classes of drugs which have been reported to interact with alcohol. Some of the dangers that may result from combining alcohol with the other listed drugs are described. If you asked for information on a specific drug, a check-mark has been placed in the box preceding the class of drug which best describes the one for which you requested information. It must be emphasized that this chart, or any other like it, only represents the smallest part of the whole alcohol/drug interaction picture. It is not meant to replace the advice of your family doctor or your pharmacist.

☐ ANALGESICS, NARCOTIC (Demerol, Darvon, Dilaudid, Etc.)

When used alone, both alcohol and narcotic drugs cause a reduction in the function of the central nervous system. When used together, this effect is even greater, and may lead to loss of effective breathing function (respiratory arrest). Death may occur.

☐ ANALGESICS, NON-NARCOTIC (Aspirin, APC, Pabalate, etc)

Even when used alone, some non-prescription pain relievers can cause bleeding in the stomach and intestines. Alcohol also irritates the stomach and can aggravate the bleeding, especially in ulcer patients.

☐ ANTI-ALCOHOL PREPARATIONS (Antabuse, Calcium Carbamide)

Use of alcohol with medications prescribed to help alcoholic patients keep from drinking results in nausea, vomiting, headache, high blood pressure and possible erratic heart beat, and can result in death.

☐ ANTICOAGULANTS (Panwarfin, Dicumarol, Sintrom, etc.)

Alcohol can increase the ability of these drugs to stop blood clotting, which in turn can lead to life-threatening or fatal hemmorhages.

☐ ANTICONVULSANTS (Dilantin, Diphenyl, EKKO, etc.)

Drinking may lessen the ability of this drug to stop convulsions in a person.

☐ ANTIDEPRESSANTS (Tofranil, Pertofrane, Triavil, etc)

Alcohol may cause an additional reduction in central nervous system functioning and lessen a person's ability to operate normally. Certain antidepressants in combination with red wines like Chianti may cause high blood pressure crisis.

☐ ANTIDIABETIC AGENTS/HYPOGLYCEMICS (Insulin, Diabenese, Orinase, etc.)

Because of the possible severe reations to combining alcohol and insulin or the oral antidiabetic agents, and because of alcohol interacts unpredictably with them, patients taking any of these medications should avoid alcohol.

☐ ANTIHISTAMINES (most cold remedies, Actifed, Coricidin, etc)

Taking alcohol with this class of drugs increases their calming effect and a person can feel quite drowsy, making driving and other activities which require alertness more hazardous.

American Indian Student Counselor Handbook, Center of Indian Studies, Black Hills State College, Spearfish, Sough Dakota, pgs. 148-150.

DO'S and DON'TS

FOR THE SPOUSES OF ALCOHOLICS

If you are the spouse of an alcoholic, your greatest hope is that some day your partner will be a reasonably healthy, happy, sober person. For years you may have directed your most concerted efforts toward this end.

But with an inadequate understanding of the illness of alcoholism, the fight may have seemed a blind and unfair one--mere stabs in the dark --resulting in the despairing knowledge that many of your efforts have done more harm than good.

Don't blame yourself for this. What you must realize, is that both you and your spouse are victims of an insidious illness which breeds confusion, despair and anxiety. It isn't a question of blame, but rather one of understanding.

Your solution lies in gaining knowledge of what you are up against. Once you have achieved this, you can come much closer to helping your spouse toward a quicker and more complete recovery. But even if this does not happen, you will be able to create for yourself and your family a happier and more normal home atmosphere.

The following suggestions, based on present-day knowledge of alcoholism and the experience reported by the partner of recovering alcoholics, will help you to develop a constructive program of action.

1. LEARN THE FACTS ABOUT ALCOHOLISM. You are a good deal more fortunate than the spouses of alcoholics in the past who could only guess what was wrong with their mates. There is much sound and unbiased information available today, and you should tap all the resources open to you. Some of these are: Alcoholics Anonymous, Alcoholism Research Foundation, sympathetic doctors and clergymen, social workers, spouses of other alcoholics, and the recovered alcoholics themselves.

2. DEVELOP AN ATTITUDE IN KEEPING WITH THE FACTS WHICH YOU HAVE LEARNED. Intellectual acceptance of the facts is essential, but unless your knowledge reaches the emotional level, it will do little good. You cannot accept your mate as a sick person in need of help, if you still are blaming him/her for actions resulting from their illness. In respect, try to remember the alcoholic's intense feeling of inadequacy, and that attitudes of scorn, disgust, or impatience exhibited toward them only push them into further escape.

3. AVOID "HOME TREATMENT METHODS". These are not only futile, but are extremely harmful in many cases.

   PREACHING AND LECTURING--NAGGING--REASONING, are the most frequently used and the most useless ways of trying to help your mate especially if he/she is intoxicated. They may already be suffering from feelings

of guilt incomprehensible to the non-alcoholic. They have already told themselves all and more than you could possibly tell them. To remind them of their failures, their neglect of the family, their lack of social responsibility and social errors is more than they can take. For that reason, they hear as much as they can bear and simply shut out the rest. The alcoholic's thinking is mixed up whether he/she is sober or intoxicated. When you try to reason with them or demand certain behavior of them, you only increase their need to lie or force them to make promises they cannot possibly keep.

While refraining from preaching or reasoning, try to guard agains a "HOLIER THAN THOU" or martyr-like attitude. It's possible to have this without saying a word, but it ISN'T possible to hide such an attitude from an alcoholic. Their sensitivity is such that they judge other people's attitudes toward them by small things much more than words---a fleeting expression---a tone of voice---or even the movements of your body. No matter what your words, if you feel skepticism, scorn, shame or suspicion, they will sense it and react. By the same token, if they hear kindliness and affection in your voice and actions, even when you are having to say something difficult, they will hear it, and in time come to believe in it or respond to it.

Another method of the "home treatment" variety is THE EMOTIONAL APPEAL. "If you loved me". Remember their drinking is compulsive; it CANNOT be controlled through WILL POWER. For the same reason, it is equally useless to try to coax them, extract promises from them, or to threaten them. A word about the latter; DON'T THREATEN UNLESS YOU INTEND TO CARRY OUT THE THREAT. There may be times when you will HAVE to take certain action for your own or the children's protection, but idle threats only make the alcoholic feel you don't mean what you say. Most often, you don't and are just hurt, desperate or angry. If you do carry out a threat, be sure you think it through carefully and understand as fully as possible, the implications in it for yourself, as well as for the alcoholic. So often what was intended to punish or shock them, only serves to hurt you.

AVOID, BY ALL MEANS, THE TEMPTATION TO HIDE THEIR LIQUOR, OR POUR IT DOWN THE SINK. No one act is a bigger waste of time and money. Besides pushing the alcoholic into a stage of rage and desperation, you are only inviting them to find ways of getting more, which they will invariably do.

Don't let your spouse persuade you to drink with him/her on the grounds that they will drink less; they rarely do and, in any case, as long as you condone drinking on their part, the easier it is for them to put off doing anything about their alcoholism.

At best, all "home treatment" methods only serve to relieve your feelings and usually drive your spouse farther away from you and from getting the treatment they really need.

4. TALK TO SOMEONE BESIDES FRIENDS AND RELATIVES, most of whom are prejudiced one way or another, and who often over-persuade you to a course of action or an attitude which leaves you more hostile and confused than ever. People who understand the illness, as well as your feelings about it, can best help you find answers to the many problems you have as the spouse of the alcoholic.

5. TAKE A PERSONAL INVENTORY OF YOURSELF, IN MUCH THE SAME MANNER AS MEMBERS OF ALCOHOLICS ANONYMOUS DO. Many spouses have found this helpful, and report that the inventory revealed suprising personal problems which were not necessarily caused by their spouse's drinking. The following statement, made by one group of wives of A.A. members, may challenge you--as well as give you comfort that you "are not the only one": "We wives found, like everyone else, that we were afflicted with pride, self-pity, vanity, and all the things that go to make up the self-centered person; and we were not above selfishness and dishonesty. As our husbands begin to apply the spiritual principles in their lives, we began to see the desireability of doing so too." (This statement can apply to husbands of alcoholic wives as well as wives of alcoholic husbands).

   It took much courage for the spouses, and much self-honesty to face up to themselves, but they strongly recommend this action, painful though it may be at the time. If your spouse is not yet on the road to recovery, it is perhaps even more important that you do so.

6. GO TO A TREATMENT CENTER FOR ALCOHOLICS OR TO AN A.A. GROUP. Both can help you as well as your spouse. If there is an Alanon Group in either of these organizations, go there too. If you live in a community where there is neither a Clinic nor A.A., seek out the help of a minister, physician or Social Worker who has some understanding of the illness and can understand your personal and family problem.

7. TRY TO DEVELOP A MORE POSITIVE, THOUGHTFUL ATTITUDE TOWARD YOUR SPOUSE. He/She may never be the spouse you dreamed of, but as long as you go on trying to make him/her into the kind of person you want them to be, they will likely need to go on drinking. Stop treating them like children just because at times they act like they are. Don't deny them some "mothering", but at the same time, remember that they have many adult abilities which you have long since ceased to appreciate. Try to share the responsibilities you have taken over, rather than handing them back to your spouse all at once. Begin to let your spouse make decisions and ask for his/her help whenver possible. Remember, the alcoholic feels a great sense of inadequacy and lacks confidence in themselves. Begin to believe in them and show them that you really need them--as you do or you would have long since left them.

8. IF YOUR SPOUSE BEGINS TO SHOW INTEREST IN TREATMENT, BUT IS SLOW PUTTING IT INTO ACTION, DON'T MAKE AN ISSUE OVER IT. The same thing applies to a break from treatment. They need to make their own decisions and to feel that they have freedom of choice just as any adult would have. Don't try to push them into action, but at the same time let them understand that you believe they are going to do something. Let them take the initiative and responsibility for making the contact whenver they are able to do so. Let them feel your belief in the success of treatment.

9. DON'T BE JEALOUS OF THE METHOD OF RECOVERY YOUR SPOUSE HAS CHOSEN. You may have a tendency to feel that their love for you and the children should have been sufficient incentive for seeking recovery. Or, having had them dependent on you for so long a time, you may have felt left out when they turn for help to persons outside the home. Remember, that if they suffered from diabetes you would not expect to be his sole incentive for recovery, or their means of recover; neither would you feel jealous of the doctor who was helping them back to health.

10. DON'T EXPECT AN IMMEDIATE 100% RECOVERY. As in other illnesses, there's going to be a period of convalescense. There may be relapses, or dry drunks, and there certainly will be difficult days during which old tensions and resentments flare up again. If you can accept these as part of the illness, you will find that it takes less out of you and will help to prevent or limit another drinking bout.

11. DEVELOP AND MAINTAIN A HEALTHY EMOTIONAL ATMOSPHERE IN YOUR HOME. Bickering, nagging and tension makes the home an unhappy place for you and the children, as well as for the alcoholic. If you are too absorbed with your own feelings, or your spouse's drinking, the children's relationship with you is affected. If your attitude toward you mate is negative, they will take sides and become mixed up in their thinking. They can often learn to accept, understand or enjoy their drinking parent in spite ofhis or her drinking. The atmosphere of the home affects every member, but profoundly affects the alcoholic's recovery.

12. DON'T TRY TO PROTECT YOUR SPOUSE AGAINST ALCOHOL. This is one of the quickest ways to push them into a relapse. If you warn other people not to serve them drinks, you will be stirring up their old feelings of resentments and inadequacy, all over again. They must still live in a world where alcohol is served, and they must learn, on their own, how to say "no" gracefully. By the same token, don't refer to alcohol and their old drinking habits unless they do. If they seem to want to discuss the subject, do so as naturally and intelligently as you can.

13. ENCOURAGE THEIR NEW INTERESTS AND ACTIVITIES EVEN IF YOU DO NOT FULL UNDERSTAND THEM. Without alcohol in their lives, they will have a lot of free time on their hands. Particpate in their new activities if they want you to. Develop some new interests of your own or renew some old ones. Above all, try to find some new ways of enjoying life and of having fun together---that are not dependent on alcohol.

14. DON'T BE TOO DISCOURAGE BY THE MISTAKES YOU MAKE OR YOUR SPOUSE'S INABILITY TO FIND CONTENTED SOBRIETY QUICKLY. Remember, it has taken many years to become an alcoholic and your old ways of reacting to them have become welll established. The important thing is not to become too apathetic or stop trying, or you may become as sick and mixed up as they are. Two sick people can rarely help one another. Whether they find permanent sobriety or not, there is a way to a more satisfying life for the whole family, depending on the degree to which you and the alcoholic can use help.

15. PASS ON YOUR KNOWLEDGE OF ALCOHOLISM TO OTHERS. Having suffered so much as a result of this illness, your influence can be great in helping non-alcoholics to comprehend the problems and needs of the alcoholics. If there are other spouses in similar need, who seek your help, give them your time gladly. By helping others, you can help yourself. More important still, this growing interest outside your own immediate problems will reaffirm your faith in God, in others, (including your spouse), and in yourself.

Baed on an article in Inventory

Published by the North Carolina Alcoholic Rehabilitation Program.

Found in American Indian Counselor Handbook, Center of Indian Studies, Black Hills State College, Spearfish, South Dakota, pgs. 151-155.

FACT SHEET: AL-ANON/ALATEEN

Alcoholics are not the only victims of the disease of alcoholism. The families of the alcoholics are also victims of this disease, even though they themselves do not have a drinking problem.

It is estimated by the Federal Government that there are 35 to 40 million people in the United States whose lives are seriously affected by someone's excessive drinking. In general, this same percentage holds throughout the rest of the world.

Our goal is to inform these people about the existence and availability of Al-Anon and Alateen, and offer them the help and information they so desperately need.

AL-ANON and ALATEEN provide important information and help for the alcoholic's family, whether or not the alcoholic seeks help or even recognizes the existence of a drinking problem.

At this time, we have more than 15,000 groups in more than 70 countries throughout the world.

Local telephone directories in most large cities include listings of Al-Anon and Alateen Information Services, Intergroups and/or Answering Services. Lone members also serve as referrals in communities where there are as yet no groups.

New literature is constantly being developed. We now have six hard-covered books, over fifty pamphlets, a monthly publication, a bi-monthly Alateen Newsletter and two cartoon booklets. Many of these are available in several different languages, as well as in Braille and on tape for the visually handicapped.

For further information, please contact Al-Anon/Alateen through one of the below Information Services, or write Al-Anon Family Group Headquarters Inc., P.O. Box 182, Madison Square Station, New York, N.Y. 10010.

Loop, North, West Chicagoland 715 Lake Street, Room 131 Oak Park, IL 60301	312/848-2707
South Cook County P.O. Box 1 Worth, IL 60482	312/471-0225
Northwest Suburbs of Chicago P.O. Box 262 Roselle, IL 61272	312/358-0338
Western Suburbs of Chicago P.O. Box 35 Addison, IL 60101	312/627-4441
Far West P.O. Box 190 Elgin, IL 60120	312/584-4199
Joliet Area P.O. Box 236 Joliet, IL 60431	815/723-9386
Moline/Rock Island/Galesburg P.O. Box 712 Rock Island, IL 61201	309/797-5126

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Fetal Alcohol Syndrome Work Group

GOVERNOR'S PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES
222 SOUTH COLLEGE
SPRINGFIELD, IL 62706
(217) 782-9696

GOVERNOR'S CITIZENS ADVISORY COUNCIL ON ALCOHOLISM
160 N LASALLE ST
ROOM 1500
CHICAGO, IL 60601
(312) 793-2401

FACTS ABOUT FETAL ALCOHOL SYNDROME

FAS: A working definition Fetal Alcohol Syndrome (FAS) is that combination of physical and emotional anomalies found to occur among children of heavily drinking mothers and of some mothers who drink moderately.

Children with clear-cut manifestations of the syndrome show marked growth deficiencies, a pattern of birth, defects and mental retardation. In addition, children with FAS tend to have characteristic features consisting of a small head, small eyes, flattened nasal bridge, and a thin narrow upper lip. Behaviorally, infants with FAS are often tremulous, jittery, irritable, non-alert and have a weak sucking response.

While not all children born to drinking mothers will manifest the full syndrome, many will manifest abnormal characteristics that are directly linked to the maternal consumption of alcohol.

Why is alcohol harmful? Researchers have determined that alcohol passes directly through the placenta to the fetus soon after being consumed by the mother. The drink the baby gets is as strong as the one the mother drinks. However, because of the immaturity of the fetus' organs, the metabolism of alcohol is a much slower process than in the adult. As a result, the alcohol acts as a toxic agent which interferes with (or damages) the organ systems of the developing fetus.

Who is at risk? Recent statistics indicate that there are approximately 2,200,000 women of child bearing age (15-39) currently living in Illinois. It is also estimated that 150,000 of these women are heavy drinkers. Importantly, women in the age range 20-24 have the greatest number of children (55,499 in 1976) and also the highest rate of heavy drinking (9 percent).

Last year, there were over 174,397 live births recorded for Illinois residents. Approximately 11,859 (6.8%) of these children were born to mothers who drank heavily. Of this number, anywhere from 13% to 89% of these infants can be expected to be diagnosed as abnormal at birth. Incidence of abnormality in the newborn, even among heavy drinking mothers, is difficult to estimate because of the differing definitions of "abnormal" and of "heavy drinking mothers."

What is unsafe drinking? Researchers do not fully agree on the level of drinking that will produce FAS. Some research indicates that consumption of even small amounts of alcohol may produce the full syndrome. Isolated episodes of heavy drinking or moderate daily drinking may both contribute to FAS.

In light of the uncertain nature of what level of drinking is "safe", the Illinois Fetal Alcohol Syndrome Work Group joins the National Council on Alcoholism, the Illinois State Medical Society, and the March of Dimes—Birth Defects Foundation in suggesting that pregnant women not drink any alcohol.

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ALCOHOL QUIZ

True and False Place a T or F in the blank in front of each statement.

_____ 1. After a cocktail a person is pepped up because alcohol in small amounts is a stimulant.

_____ 2. Alcohol may produce death by overstimulating the nerve cells to exhaustion.

_____ 3. The only "cure" for alcoholism is abstinence.

_____ 4. A fat person can drink more alcohol than a thin person before he receives the effects of drunkeness.

_____ 5. Alcoholic mothers can pass the effects of alcohol to their babies when pregnant.

_____ 6. Alcohol can be used as a substitute for self-expression, achievement and courage.

_____ 7. Drinking black coffee speeds up the sobering process.

_____ 8. Mixing some drugs with alcohol could cause death.

_____ 9. Alcohol contributes to cirrhosis of the liver.

_____ 10. Alcohol has very little nutritional value.

ANSWER KEY

1. F
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T

STRESS MANAGEMENT

Overview

Stress is pressure from the outside that makes one feel tense inside. One of the main causes of stress is change such as personal loss, illness, money problems, job change, retirement, and family changes. Stress can lead to prolonged anxiety, a worried "uptight feeling" and depression "a sad and blue" feeling, characterized by apathy and withdrawal for no specific reason. Drugs can provide temporary relief but they don't cure the underlying causes. Some things one can do is to see a doctor, discuss problems with the friend, etc. involved, change activities, learn to relax, exercise, manage one's time, and set practical goals. Dr. Hans Selye, renowned authority on stress says, that the secret of life is successful adjustment to everchanging stress. Part of coping is to understand what causes one to feel stressed, developing a positive attitude toward this inescapable part of life, and using the tools previously mentioned to help alleviate the symptoms.

In reviewing materials about stress, many of the films, slides and activities available were not relevant to a Native American participant group. However, new materials are constantly being developed about this current and popular topic and the instructor should check local bookstores and publishers catalogs for newly developed materials.

Objectives

- To introduce the concept of stress and factors contributing to
- To provide information on stress particular to Native Americans
- To assist participants in exploring and coping with personal stress
- To introduce and relate the importance of time management in alleviating stress

Activities

Activity #1

The instructor can distribute copies of the handout entitled "Stress - Native Americans." Either the students can read individually or the instructor can read aloud. Basically this handout should initiate class discussion about stress. Using some of the examples given in the handout, the students should have a better understanding of what is meant by stress. Using the definition given in the overview, the instructor can then further define stress and why it is important to understand its causes.

BEEP-BEEP
HONK HONK
SCREEC
BRRRAAPP!
BANG
CLANG
RENT, ELECTRIC BILL
GAS BILL, TELEPHONE
CAR PAYMENT, TAXES
GROCERY,
INSURENCE
HOSPITAL...
BILL DUE
BILL
POTATO CHIPS
NO TALKING
DURING
TESTING

STRESS - NATIVE AMERICANS

I. PSYCHOSOCIAL - Interaction between our social environment and ourselves.

A. ADAPTATION - Way we adjust to life situations.

1. Native Americans are ½ of 1% of the population of U.S. (Tribes individual not all unified) Therefore not a political entity. There are 183 federally recognized tribes.

2. More economically disadvantaged than other "disadvantaged" groups. Example - a family of four may live on $1200.00 a year on the Standing Rock Reservation.

3. Facing an attitude from others who maintain stereotype T.V. attitudes with little knowledge of Native Americans.

4. Native Americans have individual as well as community expectations.

B. FRUSTRATION - Occurs when we are blocked from doing things we want to do.

1. Native Americans internalize frustration; feeling anger and aggression. Suicide and Alcoholism are ways of acting out these feelings.

2. Overcrowding is a factor that creates stress. Native Americans historically have had a lot of space. A Native American entering for example, an urban apartment complex of 2,700 people with 900 units in a one block radius can experience "environmental" stress.

Another example of this type of stress (in general) would be a commuter standing on the L in contrast to those commuters sitting in their own space. (personal space)

Socio-economic factors can interrelate with the overcrowding situations.

C. DISCRIMINATION - Unfavorable reaction toward a group; a factor in stress - common to "disadvantaged groups". Frustration occurs as a result of factors beyond a person's control.

D. OVERLOADING - (Time pressures, assujing responsibility, lack of support, excessive expectations) Native Americans who show leadership may have the responsibility for "saving the community" and absorb excessive external expectations.

II. NUTRITION - WHAT YOU EAT IMPACTS YOUR STRESS LEVEL

1. Native American diets high starch (frybread, macaroni/cheese, coffee, cigarettes); starch has a high stress impact.

III. PERSONALITY - Way we think of ourselves and the way we think and react.

A. SELF-PERCEPTION

1. Native Americans view themselves not only as individuals but as part of the Indian Community and their tribe. They are influenced by how others view them.

2. Native Americans perceive inductively vs Western Europeans who perceive deductively. Shown that Native Americans have higher success rate learning Geometry before Algebra.

More control over life situations creates less stress.

B. BEHAVIOR PATTERNS - Attitude of Native Americans toward competition is different from Western European attitudes. Example, contests with selves.

1. Educational System's goal is not teaching and learning rather emphasizes gaining marketable skills. This is different from the Indian way.

2. Differing Characteristics:

NATIVE AMERICANS	EUROPEAN
Present Oriented	Future Oriented
Lack of Time Consciousness	Time Consciousness
Giving	Saving
Respect for Age	Emphasis Youth
Cooperation	Competition
Harmony with Nature	Conquest Over Nature

These differences in culture create stress and tension between the two societies.

(This material adapted from a NAES College workshop.)

Activity #2

Unexpressed anger can create interal stress. Being aware of healthy and displaced anger helps one to identify their feelings. The instructor will want to carefully review the anger summary with the students and the flow chart on the handout entitled "Coping With Anger". Depending on the time per session, the students may go ahead and complete handouts 1 and 2 (identifying personal anger situations and behaviors as a result of anger). The final activity would be to divide into small groups (or individually), follow the flow of anger model choosing 1 or 2 of the examples the students listed on their handout #1.

Activity #3

Managing one's time eliminates some personal stress. If a student becomes overloaded with school work, household chores, and job responsibility simultaneously, stress is experienced. The instructor will want to emphasize the importance of budgeting time. On handout 2 "Coping With Chaos" the students are to list tasks for the next 7 days. The instructor may have them continue with this activity and budget time for each of the tasks listed. The handout entitled "Time Shavers" may need some re-defining of terminology depending on the class level. The instructor may use the concepts listed and present some or all to the students as best suited to the class.

Activity #4

The following handout is a guide to 3 types of short relaxation activities. The instructor will want to emphasize the importance of learning to relax to relieve and prevent stress. Exercise may be discussed here as a way of relieving tension and maintaining health. Illness was cited in the overview as a contributor to stress. The instructor may want to do these exercises with the group and distribute the handout for their personal use.

Activity #5

Physicians Thomas H. Holmes and Richard H. Rahe, two experts on stress, devised a Life Stress Scale to help individuals evaluate their level of stress and potential for coping. It is a series of 43 events, rating each event by points. For example, the first event is death of spouse and this is given 100 points. The total scores are then rated as to low, mild, moderate and major stress. The Holmes-Rahe Stress Test can be found in the Journal of Psychosomatic Research 11,Holmes and Rahe, (1967) pages 213-218.

Activity #6

In the stress workshop previously mentioned, nutrition and smoking were cited as causes of and effects from stress. The article following are tips on how to stop smoking which may be distributed and discussed with the students. Prevention Magazine has an article in their May, 1982, issue entitled "Health is Harmony" by Jody Kolodzey. The article describes Native American ways of life contributing to peace with themselves and their environment. "For centuries, American Indians have known that herbal teas, fresh foods, a strong family structure and harmony with nature provide better health insurance than wampum can buy." The instructor may want to read and present this information to the class. Nutrition may be pursued further. There are many excellent books available on health maintenance, stress and nutrition, availabe in local bookstores.

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ANGER SUMMARY

Healthy Anger Components

1. Being aware of - in touch with - it.
2. Admitting it - to self and others.
3. Accepting it as natural.
4. Rationalizes later - to be wrong is okay.
5. Fairly immediate expression - is open and direct.
6. Intensity is appropriate to feeling.
7. Constructive in intent and purpose.
8.

Unhealthy Anger Components

1. Confused Awareness.
2. Denying/Disguising/Prettying up.
3. Difficulty/guilt accepting it.
4. Rationalized, justifies prior to expression.
5. Delayed response - suppressed or diluted.
6. Over/under expression intensity.
7. Destructive/manipulative intent.
8. Long - sustaining - corrosive.

Displaced and distorted anger: is often (though not always) responsible for:

1. Agressive/overactive sexual activity.
2. Violent dreams/misfortune to others.
3. Vicarious identity with aggressives.
4. "Victims"/injustice "collectors."
5. Tiredness/tenseness/pains.
6. Over-aggression/bullying.
7. Persistent guilt feelings.
8. Oversweetness/"nice guy."
9. Self-destructive behaviors.
10. Subtle sabatoge to others.
11. Drug abuse.
12. Overeating.
13. Depression.
14. Criticalness.
15. Gossiping.
16. Anxiety.
17. Overexercising/sports.
18. Pursuit of perfection.
19. Physical ailments.
20. Overworking.

Do you encourage and respect anger expressions from children...as being just another natural emotion? Or do you subtly or directly encourage suppression?

Anger is inseparably linked to self-esteem/self-hate...is basic to mental health.

Much anger is alleviated if we stop trying to change other people. And s/he who can stimulate my anger, controls me...(my juices and my think-time).

The word "should" hiddenly implies "always" or "never." Learn to mentally insert the word "usually" in front of it.

Those unable to be angry, or afraid to be angry, are often unable to love... unconfident of their own love or the love of the other person.

It is our feelings about our feelings - not the feelings themselves - that give us the most trouble.

Love and anger are flip sides of the same coin. Healthy anger and Hostility are poles apart.

Those who have "no anger" are either (1) artificial (2) anesthetized or (3) incapacitated.

As with any behavior, coping with anger gets easier with practice and normally improves relationships.

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Anger is:
1. A universal, basic, normal, unavoidable reaction of displeasure, usually involving,
2. A significant portion of misunderstanding, having its roots in,
3. Our own unmet expectations, and generating,
4. An internally-created, increased physical energy force, which we
5. Control (or fail to) as we choose.

Principles:
1. Anger, as a physical energy force, needs to be dissipated.
2. It is a secondary emotion; more basic emotions underlie it.
3. It entails an "ego-bruise;" a contradiction of a belief or self-concept.
4. It stems from an expectation - unmet - that we have.
5. Our anger responses are patterned and programmed; we were taught them.
6. Anger is normal; only its intent makes it good or bad.
7. Because it is internally created, it can be internally managed.
8. It is most often expressed towards those who are meaningful to us.

Dealing with the Anger of Others:
1. Dissipate their physical energy. Invite the anger - bleed it. Do not defend, justify, or contradict, interrupt or rationalize until the energy is depleted.
2. Send "valuing" messages (empathic, understanding statements) before, during and after their anger expression.
3. Set anger ground rules with individuals, when feasible.
4. Adopt a calmer "style" yourself.
5. Try to avoid getting "hooked" into a similar response. A short detachment may be advisable.
6. Realize that many angry persons had those feelings, internally, long before you came on the scene - you are just convenient. Try not to personalize it.

Dealing with our own anger:
1. Realize it stems from an unmet expectation of ours. Is the expectation we hold a realistic one?
2. First, acknowledge your anger; then accept it; next, express it; fourth, dissipate the energy; lastly, "reprogram" your thinking.
3. Maintain a balanced view of yourself.
4. Don't take anger - or yourself - so seriously. Anger is normal. Healthy anger doesn't kill.

Anger energy can be dissipated by:
1. Physical exertion/agitation.
2. Verbalizing.
3. Mentally "reprogramming" oneself.

We need to invest all emotions in one another for intimacy...or eventually, none. Real love requires being real...requires all the real emotions (dejection, loneliness, joy, anger, etc.). Suppressing one real emotion anesthetizes the others...resulting in "emotional gangrene." (Rubin)

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COPING WITH ANGER

This is simply a quick listing - to be done individually - of situations that tend to get you irritated.

1. List 4 ways in which other people behave towards you - things they do - that get you angry.

2. List 4 types of comments other people make - things they say - to or about you which get you angry.

3. List 4 things you do which get you angry with yourself.

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COPING WITH ANGER

Select your Facilitator/recorder now, who will read aloud the following items, and record your comments as the group discusses them, in order.

You've examined the origin of anger - the internal expectations of the individual. It's also useful to increase our awareness levels about some of the different forms which anger can take...behaviors that might be the result of anger. Discuss the following:

1. What are some of the ways in which individuals openly display their anger at another person? List as many as you can in 2 minutes.

2. What are some of the ways in which individuals hiddenly express their anger towards another? List as many as you can in 2 minutes.

3. What might individuals do to themselves to express their anger towards or with themselves?

4. What might individuals do to themselves to express their anger towards, at or with another person?

5. What are some of your methods of expressing anger in any of the above situations. How long have you used these methods and patterns?

6. What are some methods you could use to release the internal increase in energy level which anger creates? For yourself? For others?

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COPING WITH ANGER

We've stated that feelings of inadequacy, disappointment, fear, guilt, etc., don't always result in anger...it depends on the nature and strength of our expectation.

However, when anger does occur, it is the secondary result of those more basic primary emotions having been experienced first.

Further, we stated that most of our expectations were "programmed" into our mental computer when we were children, and it is these expectations which are the "root" origins of our anger.

For example, following the flow of the Anger Model, the anger process may resemble this:

Root Expectation	Event	Ego-Bruise	Primary Feeling	Secondary Feeling
People should value me enough to be fair.	Someone cheats me.	They don't respect me.	Hurt	Anger
I should be competent and never forget.	I forget something.	I'm imperfect.	Inadequacy	Anger
I should put my children first.	I put my needs first.	I'm too selfish.	Guilt	Anger

Select your Facilitator/Recorder now, who will read aloud each item below as you discuss it, and record your comments as you enhance your awareness by examining the Root Expectations of your anger situations. Each of you:

1. Select 1 of the 4 anger situations you listed in item #1 of Project #1. Discuss it with the group, and work it "backwards" from its angry feeling to its "root expectation." Use the "flow" illustration above.

2. After each person has discussed his/er selection from item #1 of Project #1, each person select one of his/er situations from item #2 of that project and repeat the process.

3. After each person has completed (2) above, repeat the process with 1 selection from item #3 of Project #1.

Choose 1 person as recorder

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Time Shavers

General:

1. Stress results rather than procedures.
2. Hold others responsible for themselves.
3. Learn to say, "No, I'm too busy!"
4. Downgrade low-value entertainments.
5. Do less "routine" procedures.
6. Don't overprepare.
7. Junk-read less.
8. Handle paper less.
9. Drop the habitual.
10. Rationalize less.
11. Do fewer details.
12. Chit-chat less.
13. Supervise less.
14. Socialize less.
15. Travel less.
16. Sleep less.

Procrastination generally stems from:

1. An inhuman and impossible overload, or
2. Distasteful apprehension (embarrassment, rejection, incompetence). Apprehensions are almost inevitably worse than the actual occurrence.

Procrastination is usually a "general" condition rather than specific to just certain circumstances. As a long-term habit, it can often be overcome by learning to:

1. Chip away a procrastination a day.
2. Get more data, for confidence.
3. Do unpleasent tasks first.
4. "Lead in" with easier tasks.
5. Break tasks into easier chunks.
6. Stress the benefits of doing.
7. Promise a self-incentive.
8. Force a deadline.

When you wish to cease work on a priority item through boredom or fatigue, switch to another high priority task rather than to lesser "busy work."

Utilize your "waiting time." Carry a note pad to do "quickie" planning or draft rough memos. Carry appropriate reading material. Tardy people don't waste your time; you do!

You've trained others to waste your time; you'll have to untrain them.

Coping with Chaos -1

1. We all have the same amount of time per day - 24 hours. Discuss and list:

   a. Some individuals obviously accomplish significantly more with their 24 hours than others do. What do you suppose these individuals do differently from the others, in order to achieve more with their time?

   b. Some individuals do not accomplish much with their time. What do you suspect they do, that takes away from their effective use of time?

2. Most people prefer to waste time than to waste money; most would prefer to have their time stolen, rather than their money. Yet as Ben Franklin once said, "Time is the stuff of which life is made." Indeed, time is life; to waste time is to waste life itself. Money can be replaced; time cannot.

   If you adopted an attitude that time was more precious than money, how might this change or influence the ways in which you spend your time?

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Coping with Chaos -2

1. Procrastination-postponing action-is common to some degree in everyone... in some, more than others. After you're finally tackled and completed something you've been procrastinating, how do you feel?

2. Then, in light of your response above, for what reasons might people procrastinate?

3. Below list as many tasks as you can think of which you feel you should accomplish within the next 7 days. Number these tasks in the following way:

   1=Very urgent
   2=Modest Urgency
   3=Low Urgency

SHORT RELAXATION PRACTICE TECHNIQUES

Short Relaxation Techniques

1. To be used during stressful situations.
2. To be used on a daily basis no matter what kind of situation.
   (feels pleasant, enhances relaxation skills in general and reduces symptoms)
3. When you become anxious many physiological events occur, such as:
   1. cold hands; 2. holding your breath; 3. tense skeletal muscles (expecially face) and clenching your jaw.

The following are 3 types of short relaxation/meditation exercises:

Two Minute Body Stress Scan. This relaxation exercise is designed to take about 2 minutes but car be extended. People use this technique when they must wait, duirng breaks in schedules, watching TV, etc.

1. Interrupt your thoughts - stop thinking about your surroundings and switch your thoughts to your breathing. Take two deep breaths from your abdomen and exhale slowly.
2. Scan yourself for tense or uncomfortable spots. (Forehead, jaw, shoulders, stomach). Attempt to loosen this area up and allow your muscles to feel heavy and as warm as they can in a short amount of time.
3. Warm your hands. Think about a blanket or holding them over the heat of a fireplace, etc. You can rub them together quickly.
4. Do two quick yoga exercises. (Head rotation or shoulder roll).
5. Recall a pleasant thought, image, memory, or feeling quickly.
6. Take another deep breath and return to your activities.

The Quieting Response. Designed to last 6-10 seconds, but could be extended when you wish. This is a good exercise to use in the midst of chaos, panic, and stress circumstances, or times when you have a few spare seconds.

1. Quickly determine what is irritating you. (phone ringing too much, red traffic light, excessive noise, etc.)
2. Smile (outwardly and inwardly) and say to yourself, "I am going to leave my body out of this."
3. Take two abdominal breaths. (Count your breaths in and out)
4. As you exhale on the second breath, let your jaw go limps, and let go of all your tension through the release of your jaw.
5. Resume your activities.

A Short Meditation (5-10 minutes)

1. Scan your body to become aware of your muscles, attempt to relax and loosen up, and become aware of your body sensations. Allow the body to feel as heavy and warm as possible. Focus on warmth in your hands and arms. (About 2 minutes)
2. Focus now on your thoughts. What are you thinking of? What kinds of thoughts have you had today? Are they pleasant or upsetting? Focus on the pleasant thoughts, and remain on them.
3. Focus now on your emotions or feelings. What do you feel? Content? Angry? At peace? Sad? Etc. Allow yourself to feel.
4. Take three abdominal breaths slowly and count your inhales and exhales.
5. Resume your activities.

TIPS ON HOW TO STOP SMOKING

THE BASICS

* Quit "cold turkey." In the long run, it's the easiest and most effective technique to stop smoking.

* Quit smoking one day at a time. Do not concern yourself with the thought of whether you will be smoking next year, next month, next week, or tommorow. Concentrate on not smoking from the time you wake up until the time you go to sleep.

* Work on developing the idea that you rae doing yourself a favor by not smoking. Do not dwell on the idea that your are depriving yourself by not smoking. You are quitting smoking because you care about yourself.

* Be proud of yourself that you are not smoking -- no longer controled by cigarettes.

* If possible, during the first week of not smoking, avoid situations and productes that normally entice you to want a cigarette:

coffee	cocktail parties
alcoholic beverages	taverns
card games	staying at the table after meals

  Do not feel you must give up these activities forever. Just refrain from them for a week or two.

* Do not carry cigarettes with you.

* Make a list of all the reasons why you want to quit smoking. Carry this list with you in the place where you were accustomed to carry your cigarettes. When you find yourself reaching for a cigarette, take your list out and read it instead.

* Consider yourself a "smoke-a-holic." One puff and you may become hooked on smoking again, no matter how long you have been off of cigarettes. Avoid taking that first puff.

HOW TO FEEL HEALTHIER

* If you are concerned about gaining weight, eat vegtables and fruit instead of candy or pastries. Carry gum, celery, carrots, oranges, or apples. Many smokers do not gain weight when they quit.

* Start some moderate form of exercise program, such as brisk walking, stretching, or calisthenics. These work off anxiety. If you haven't exercised regularly, consult your physician for a practical exercise program that is safe for you.

* Give yourself time to think and get fit by walking 1/2 hour each day, perhaps after dinner.

* Brush your teeth frequently to get rid of the tabacco taste and stains.

* If you are depressed or have physical symptoms that might be related to your smoking, relieve your mind by discussing this with your physician. It is easier to quit smoking when you know your health status.

WHAT TO DO WITH YOUR TIME AND MONEY

* Stock up on light reading materials, crossword puzzles, and vacation brochures to read during your coffee breaks.

* Keep your hands busy. Take up hobbies, such as needlepoint or even doodling.

* Go places whre you normally can't smoke, such as movies, theatres, libraries, the shower, or no-smoking sections of restaurants.

* Try to help someone else quit smoking, particularly someone in your home.

* Save the money you normally would spend on cigarettes to buy yourself something at the end of a week or month that you really want, or save for a year and go on a trip.

* Bet with someone that you can quit. Put the cigarette money in a jar each morning and forfeit it if you smoke. You keep the money if you don't smoke by the end of the week. Try to extend this period to a month.

WHAT TO DO WHEN THINGS GET ROUGH

* Take ten deep breaths, holding the last breath while you strike a match. Exhale slowly, blowing out the match. Pretend the match was a cigarette by crushing it out in an ashtray. Now immediately get busy on some work or activity.

* Ask yourself, "Do I need this cigarette or is this just a reflex?"

* When you feel irritable or tense, shut your eyes and count backward from ten to zero as you imagine yourself descending a flight of stairs or imagine you are looking at the horizon as the sun sets in the west.

* If you get a craving for a cigarette, wait three minutes. During the three minutes, change your activity. Get up and walk around or sip some water.

American Cancer Society - A hand-out for Public Distribution
37 S. Wabash
Chicago, Illinois 60603

ADDITIONAL RESOURCE IDEAS

A. Career Exploration/Job Seeking Skills

Trade and Industrial Journals
Labor Union publications
State Employment Service
Women's Bureau, U. S. Department of Labor
Manpower Administration, U. S. Department of Labor
Special Committees, U. S. House of Representatives and Senate
(e.g. Special Committee on Aging, U. S. Senate)
Classified Ads in Newspapers and Periodicals
Periodicals which emphasize Careers
(e.g. Career World, POPEYE Career Comics)
Chamber of Commerce
Film catalogs
Encyclopedias
Publisher's catalogs
(Most contain a section inclusive of career guidance materials)
Special publications by Corporations
e.g. FORUM, a publication of J. C. Penney Company
School Curriculum Guides

About Getting A Job, Scriptographic Book by Channing L. Bete Co., Inc. 200 State Road, South Deerfield, MA 01373

"California Occupational Preference System of Career Briefs", Edits Publishers, P.O. Box 7234, San Diego, CA 92107.

"The Job Hunt", Coronet Publishing, Coronet Building, 65 E. South Water St., Chicago, IL 60601 (Cassettes/Response Materials)

"Knowledge Needed to Obtain Work, Wallet Reference Guide", Thomas Jacobson, Ph.D., Science Research Associates, Inc., 259 E. Erie St., Chicago, IL 60611.

"Looking Ahead To A Career", U. S. Department of Labor, Bureau of Labor Statistics. (filmstrip).

McKnight Publishing Co., 808 IAA Drive, Bloomington, IL 61701 (Career guidance filmstrip guide and publishers catalog - materials on goal setting, decision-making, etc.).

SRA Occupational Briefs (series of pamphlets on a multitude of occupations) Science Research Associates, Inc., 259 E. Erie St., Chicago, IL 60611

"The Right Stuff For Careers in the Eighties", Money Magazine, May, 1980.

What Color Is Your Parachute? A Practical Manual for Job-Hunters & Career-Changers, 1979 edition, by Richard N. Bolles. Available at your local bookstore, or order directly from Ten Speed Press, Box 7123, Berkeley, CA 94707. $5.95 + .50 postage and handling.

Where Do I Go From Here With My Life? By John C. Crystal and Richard N. Bolles, 1974, Ten Speed Press, address above. $7.95 + .50 postage and handling.

B. Motivation and Positive Mental Attitude (PMA)

10 Days to a Great New Life, William E. Edwards, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963.

Discover Your Possiblities by Robert H. Schuller, Harvest House Publishers, Irvine, CA, 1978.

How to Get Control of Your Time and Your Life, Alan Lakeen, David McKay Co., Inc., New York, New York, 1973.

Think and Grow Rich, Napoleon Hill, Fawcett Crest Books, New York, 1960.

C. Substance Abuse

Creative Visuals, Box 310 E., Big Spring, TX (915) 267-6327 (Offers a series of transparencies to be used with an overhead projector on drug, alcohol, and tobacco use and abuse.)

I'll Quit Tommorow, Vernon E. Johnson, Harper & Row, 1980, San Francisco, CA

International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, IL 60604, (312) 427-4545. Offers 16 mm film (sale or rental) imparting information about alcohol and drinking in a non-judgemental approach.

Scriptographic Booklets by Channing L. Bete, Co., Inc., South Deerfield, MA 01373 "What Every Teenager Should Know About Alcohol", "About Women and Alcohol", "What Everyone Should Know About Alcohol and Health"

Suicide, Homicide, and Alcoholism Among American Indians: Guidlines for Help, Calvin J. Frederick. Available from the National Institute of Mental Health, Division of Special Mental Health Programs, Center for Studies of Crime & Delinquency, 5600 Fishers Lane, Rockville, MA 20852

"Understanding Alcohol - Use Abuse", Walt Disney, 16mm film, 20 min. Chicago Public Library, Randolph location.